



**The British International School Cairo**

**Junior School Parent Handbook  
2009 - 10**

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Dear Parents,

Welcome to this 2009-10 Edition of our BISC Junior School Parent Handbook. I do hope you find your Handbook a useful and practical source of information, whether you are a new parent joining the BISC community for the first time, or whether you are already a BISC parent and your child is now moving up a Year or Key Stage.

The Handbook is intended, as its name suggests, as a handy reference on many points of school policies and routines, but I would emphasise that it is merely one example of the way in which we promote, encourage and greatly value good communication with our parents, both informally and formally, in the best interests of all our pupils. As the relevant sections of the Handbook also advise, do please make an appointment to see myself, or a teacher concerned, whenever you have any academic or pastoral matter which you would like to discuss with us in more detail.

With best wishes to all BISC Junior School families for the 2009-10 Academic Year.

Yours sincerely,

A handwritten signature in cursive script that reads "Michael Higgins".

Michael Higgins,  
Head of Junior School,  
The British International School, Cairo

## BISC Mission Statement

The British International School, Cairo is a selective, co-educational academic day school **committed to excellence** in all its activities in and out of the classroom. It aims to be a first class school in which children are prepared to go on to the best local, regional and international universities and institutions of higher learning and to positions of leadership in all walks of life. BISC provides a challenging and stimulating environment in which English-speaking students from diverse international backgrounds benefit from an education which is British in its principles, practices, curricular structures and assessment, and which encourages pupils' appreciation of the host culture and ensures appropriate competence in the Arabic language. **At BISC all are valued equally and encouraged to fulfil their aspirations and potential.**

BISC promotes the values of a pluralist society and provides **equal opportunities to all pupils to develop their full intellectual, aesthetic, emotional, physical and moral potential.** It gives boys and girls a broadly-based, appropriate education in which they strive for excellence and aim for the **highest standards** in their sporting and extra-curricular activities. **BISC provides a structured and challenging academic education** within a disciplined and supportive environment which enables pupils to develop into responsible men and women of integrity who can take their place confidently in a rapidly changing world. The school will provide the best possible resources and facilities for teaching and learning.

BISC fosters an atmosphere of mutual respect, tolerance and regard for all members of society. The school teaches essential human values such as honesty, trustworthiness, honour, loyalty, compassion and charity. It reaches out to all of our families, the local community and the wider world and promotes international co-operation and understanding.

## The Junior School

The Junior School comprises three Key Stages for pupils from 3 to 11 years old.

Key Stage	Year Group	Age Range
Foundation Stage	There are two year groups in Foundation Stage (FS): <ul style="list-style-type: none"><li>• Foundation Stage 1 (FS1)</li><li>• Foundation Stage 2 (FS2)</li></ul>	3 - 5
Key Stage 1	There are two year groups in Key Stage 1 (KS1): <ul style="list-style-type: none"><li>• Year 1</li><li>• Year 2</li></ul>	5 - 7
Key Stage 2	There are four year groups in Key Stage 2 (KS2): <ul style="list-style-type: none"><li>• Year 3</li><li>• Year 4</li><li>• Year 5</li><li>• Year 6</li></ul>	7 - 11

Year 6 pupils are required to sit Senior School entrance exams in English, Mathematics and Non-Verbal Reasoning in the Spring Term. There is no automatic transfer from the Junior School to the Senior School, but the great majority of pupils progress normally into Year 7 of the Senior School.

## **General Information**

### **Contacting School**

If you need to contact the school, at any point during the day, please telephone the main switchboard and ask for the Junior School Secretary, who will deliver a message to the appropriate teacher. If you need to contact the school after school hours, you will be connected to the school's answer service and will be asked to leave a voice mail message for the Head of the Junior School, who will reply the next day. You may also email the Junior School Secretary at [junior@bisc.edu.eg](mailto:junior@bisc.edu.eg), Deputy Head of Juniors at [Rebecca.layton-short@bisc.edu.eg](mailto:Rebecca.layton-short@bisc.edu.eg) or the Head of Juniors at [hoj@bisc.edu.eg](mailto:hoj@bisc.edu.eg)

### **Emergencies**

If there is an emergency, of any nature, we will contact you. We must have up to date contact details and we will ask you to complete a data form at regular intervals. Please ensure that any changes to your contact details are given, in writing, to the Junior School Secretary, in order to update the register. If you need to contact us, please telephone the main switchboard.

### **School Doctor and Nurse**

We have a full-time school doctor, Dr. Dalia Louis, and nurse, Mrs. Pat Wallace. They deal with all accidents and injuries. They are responsible for informing parents if children need to see a doctor or go home during the school day. Please contact Dr. Dalia, if you have any questions or concerns. Please note that we need to be kept informed of any medical condition, which needs to be communicated to the parent body, or of any contact with infectious diseases, e.g. measles, mumps, hepatitis, scarlet-fever, rubella, meningitis, chicken pox.

### **Absences**

Please telephone the school, as soon as possible, to inform us of your child's absence. If he/she is sick, please speak to the school doctor, Dr. Dalia Louis, who can advise you about the best time for your child to return to school.

### **Equipment**

The children need one pencil case, including one set of felt tip pens. They do not need toys, games or electronic items, unless specifically asked for by their teacher.

Once Key Stage 2 pupils are awarded their 'Pen Licence' (an award given once they have demonstrated consistently neat, joined and legible handwriting), they will also need two good quality fountain pens with medium nibs (E.g. Parker Vector). These should be cartridge pens with washable blue ink cartridges. Left-handed children should use appropriate alternatives, as necessary. Year 6 pupils are required to have a calculator, a pair of compasses and a protractor.

Key Stage 2 pupils are requested to cover their exercise books with *clear* adhesive plastic, in order to maintain their neat appearance. The plastic sheets can be easily purchased in many stationery shops.

## **Naming Clothes**

Please ensure all your children's clothes are clearly labelled with their name. We cannot be responsible for items of clothing that go missing. The PTA sell commercially produced name tags. Please contact the Junior School Secretary for details or email the PTA at [pta@bisc.edu.eg](mailto:pta@bisc.edu.eg).

## **Play and Lunch Times**

The school has high quality, safe, interactive play facilities, specially designed for the different age ranges within the Junior School. Foundation Stage classes have flexible play arrangements, in line with their play-based curriculum. In Key Stage 1, there is a morning and afternoon play time, as well as a lunch break. In Key Stage 2, there is a lunch break and an afternoon break. We have teachers, teaching assistants and support staff, who work together to ensure the pupils' safety. There are rules concerning appropriate behaviour and we ensure that the children play in as safe an environment as possible.

We are keen to promote healthy eating at BISC. Pupils have time allocated for two '*Fruit Boosts*' a day, and parents are encouraged to send their children to school with pieces of fruit, giving them a physical boost, at key points in the day. Every pupil has a personal locker to store bags and other personal items – including the fruit.

Pupils can either have lunch in the school cafeteria or can bring a packed lunch to school. The cafeteria serves nutritious and healthy meals, in line with the latest thinking on school food and nutrition. Order forms need to be completed, a week in advance, and are available from the school web site.

If you would prefer to provide a packed lunch for your child, we encourage you to pack sandwiches with meat, cheese or another form of protein. Cakes, crisps, biscuits and sweets do not sustain growing children throughout a working day and are not allowed; fresh fruit and vegetables are more appropriate. The children should also bring plenty to drink and their own water bottle. We have water dispensers, but we do not provide cups, since they tend to get recycled by the children! Foundation Stage and Key Stage 1 children are provided with their own individual cups to use. No fizzy drinks are allowed. Please do not send drinks to school in glass bottles.

Parents are also asked to provide a small, healthy snack for their child to eat at play time.

## **Behaviour**

We have a Junior School Behaviour Policy and we expect the children to adhere to a code of conduct and behave appropriately at all times. Good discipline is based on a clear and shared understanding of what is expected and, with this in mind, all children participate in drawing up a code of conduct within their class, with the class teacher, at the beginning of each school year. We have rewards systems, including Star of the Week Awards in FS2 and Key Stage 1 and a House system in Key Stage 2. Disciplinary matters are dealt with by the class teacher or the teacher in charge. More serious issues are dealt with by the Key Stage Co-ordinator or the Head of Juniors. Parents are kept informed, if it is felt to be necessary.

## **Dismissal Procedures**

Children in Foundation Stages 1 and 2 are collected directly from their classrooms (Foundation Stage 1 children at 1:15 p.m. and Foundation Stage 2 children at 2:25 p.m.). Pupils in Key

Stages 1 and 2 will be taken to the Collection Area by their teacher (at 3:00 p.m.). Please be prompt in collecting your child. We expect the children to go directly to whoever is collecting them and not to use the Collection Area for playing. Children, who are not collected on time, will be supervised by the school's security staff until collected. If you anticipate that you are going to be late collecting your child, please call the Junior School Secretary, as soon as possible.

### **Birthdays**

We do not allow birthday parties in school. Please do *not* send cakes, sweets or presents in to school, since too much curriculum time is lost, as a result and children, who do not have birthdays during the school term, feel left out. Teachers will not hand out invitations – please do this at the start/end of the day with your child. Thank you for your co-operation in this matter.

### **Holidays**

We have short, busy terms. Please do not take children out of school, over and above the holidays already scheduled. The school policy on attendance will clarify issues pertaining to examinations in this regard.

## **Home-School Links**

We do our best to keep you informed about what is going on in school. The Parents' Information Meetings in September are particularly important, since they provide the first opportunity for you to find out details about your child's education for that academic year. We have a calendar, which is sent home at the beginning of the year and we publish a weekly BISC Bulletin, which goes home on Thursdays. Key Stage newsletters are sent out termly, explaining what curriculum work the children cover each half term and highlighting many events and activities undertaken at school. You have opportunities to share in your child's learning, through various organised class and school events.

### **Settling into School**

To help your child settle into school, there are a number of things you can do to help. Inviting friends and other children to play is an excellent way to foster friendships. Helping children to become independent, by ensuring they are ready for school, packing bags and snacks in advance and having all their school equipment named also helps. Checking homework and signing the diary regularly will help you to keep in touch with your child's learning.

### **Regular Communication**

The children in the Foundation Stage and Key Stage 1 have a 'Home-School Link Book', which is kept in their reading folder. This is sent home daily, when appropriate, with messages or notes. In Key Stage 2, the children have a 'Homework Diary'; please sign this weekly, to endorse that you have seen your child's homework. There is a slot for comments for you to use, should you so wish. If you need to see a teacher, please do not hesitate to do so. If you need time to discuss issues of concern, please arrange an appointment after school, with the teacher concerned.

## **Parent Information Meetings**

Parent Information Meetings involve presentations to parents, given by the class teachers, in which they go over the whole year's programme. It also gives parents an opportunity, at the beginning of the year, to ask questions and receive clarification on curricular and organisational matters.

## **Parent Conferences**

Parent Conferences take place in the Autumn Term and the Spring Term. They give you the opportunity to hear all about your child's progress from their class teacher and to see their school work. We consider them to be a vital part of the reporting process. Please try to attend these events, since they are a particularly useful means of advising you how to support your child.

## **Reporting to Parents**

We issue written reports twice a year: in the Autumn Term and the Summer Term. The reports will give you an indication of academic progress made by your child in the different curriculum areas, as well as reflecting on his/her social, emotional and personal development.

## **Summer Exhibition**

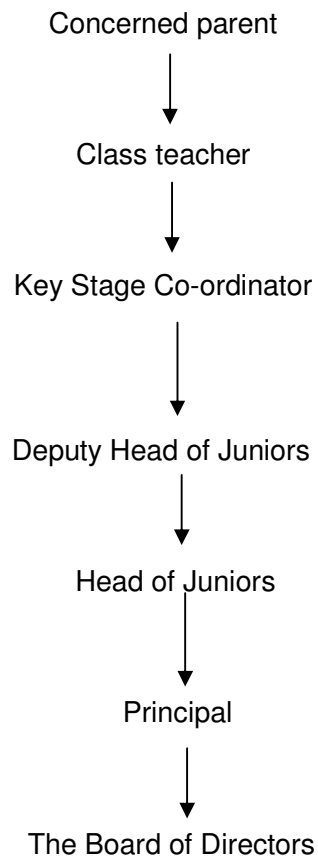
There is an annual exhibition, which is held in June, where you will have an opportunity to see samples of your child's work from the throughout the year. The Exhibition also gives you a chance to see all that is going on in the school, from Foundation Stage up to Year 6 and to learn about the range of work covered in each year group.

## **Parent Teacher Association (PTA)**

There is an active PTA, which is established at the beginning of each academic year. The PTA organises a huge variety of events throughout the school year from fund raising to second hand school uniform sales. Please volunteer your assistance if you are keen to become involved. They have a dedicated section in our termly newsletter called BISC 'life', which highlights the PTA activities and more details are available through their link on our website. For any comments or queries please email the PTA at: [pta@bisc.edu.eg](mailto:pta@bisc.edu.eg)

## Parental Concerns

If you have a concern, then the first point of contact at school is your child's class teacher. If you are not satisfied with the outcome of your meeting, you should then see the respective Key Stage Co-ordinators. Finally, the Key Stage Co-ordinator will refer you to the Deputy Head of Juniors or the Head of Juniors. If you are still unhappy, then you always have the opportunity to speak to the Principal.



The school website [www.bisc.edu.eg](http://www.bisc.edu.eg) carries details of both the Junior and Senior schools. There is also a section devoted to the Board of Directors.

## **Curriculum**

The Junior School follows the Early Years Foundation Stage, the National Curriculum for England and Wales, UK government guidelines for teaching English, Mathematics, Modern Foreign Languages and PSHCE, as well as a specifically designed Arabic programme, to meet the needs of BISC pupils.

### **Curriculum in the Foundation Stage**

The Foundation Stage (FS1 and FS2) follows the Early Years Foundation Stage (EYFS), which provides a play based curriculum, organised around the six areas of learning.

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

Some children will not meet all the early-learning goals in the EYFS and teachers support and extend their learning, to help them meet the early-learning goals from the EYFS in Year 1.

### **Curriculum in Key Stage 1 and 2**

The following subjects are taught:

- English (including Drama at Key Stages 1 & 2)
- Mathematics
- Science
- Arabic (from Foundation Stage 2)
- French (from Key Stage 2)
- Design and Technology (to be introduced over the course of the year)
- Information and Communication Technology
- History (taught, with Geography, as Humanities)
- Geography (taught, with History, as Humanities)
- Art and Design Technology
- Music
- Physical Education (PE)
- Personal, Social, Health and Citizenship Education (PSHCE)

In line with current best practice, outlined in the UK's Primary Strategy, cross-curricular links between subjects are made, where appropriate (especially ICT).

### **Timetable**

The Junior School Timetable is divided into 35 minute blocks. The Foundation Stage uses this timetable in a flexible way, to meet the needs of the EYFS and the Six Areas of Learning. All classes in Key Stages 1 and 2 have individual timetables based on 35 minute periods of time. In addition, all children have a dedicated hour a day of Literacy and Numeracy and also 20 minutes for Phonics in the Foundation Stage and Key Stage 1. Timetables are prominently displayed in all classrooms. Children have copies of their timetable in their Home-School Link Books (Foundation Stage and Key Stage 1) or Homework Diaries (Key Stage 2).

### **Learning Support**

If your child is not progressing as expected, this may be due to language or learning difficulties and we have a procedure to evaluate their needs. If it is deemed necessary, we give additional support in school time from our own team of support staff. If we need an assessment to be done, to give us greater detail, we will contact you to discuss the matter. On occasions, it is necessary for some pupils to receive additional specialist support out of school. We will, of course, discuss this with you, at every step. We aim to ensure that all our pupils receive the very best education, so it is important that we work in partnership.

### **Homework**

In general, homework is set by the class teacher as a reinforcement or continuation of the lesson. Children are expected to work independently and this sets good patterns for the future. You play an extremely important part in this, as children like to feel that their parents are both interested and supportive of them.

### **Your role** (in supporting your child's learning at home)

You are encouraged to:

- provide a peaceful, suitable place in which your child can do the homework alone or, for younger children, together with you;
- make it clear to your child that you value homework, and support the school in explaining how it can help their learning;
- encourage and praise your child during and on completion of homework;
- become actively involved in homework activities with your child, based on guidance from your child's class teacher, but you are clearly not encouraged to 'do' the homework for your child;
- encourage your child to become increasingly independent during his/her Junior School years, so that he/she is able to manage his/her own time and complete homework unaided, by the time they enter Year 6;
- communicate with the class (or subject) teacher regarding homework issues (e.g. writing in the Reading Record Book for FS and KS1 children, signing the Homework Diary in KS2, letting the teacher know if there was notable progress made or any areas for concern with the homework);
- ensure that homework involving the use of the internet is monitored very carefully, so that your child does not have access to inappropriate material.

Pupils in the Foundation Stage and Key Stage 1 have a Home-School Link Book. This is kept in the pupil's Reading Folder and sent home daily, when appropriate, with messages and notes. Homework is placed inside the child's Reading Folder and sent home.

In Key Stage 2, pupils are given a class timetable, which includes the weekly homework cycle, at the beginning of the academic year. Each child has a Homework Diary (containing the timetable) which is signed weekly by parents and there is room for a comment by parents, if necessary.

If your child is unable to complete his/her homework, please write a note in the Home-School Link Book or Homework Diary. If there are difficulties or if a task takes too long, please see the teacher concerned.

### **Foundation Stage**

- You are asked to focus on oracy and helping to develop your child's basic skills, by playing games with your child and giving plenty of opportunities for unstructured play at home.
- BISC does not set specific homework tasks for this age range, although you are asked to read to and with your child (10 minutes per day)

### **Key Stage 1**

#### **Year 1**

- Read to and with your child. This will either involve reading a book in English or reading a word wall or flash cards (10-15 minutes per day);
- Help further re-enforce your child's English phonics and word-level skills (10-15 minutes per week);
- Re-inforce basic number with your child (5-10 minutes per week).

For native-Arabic speaking children,

- Read to and with your child (10-15 minutes, twice per week);
- Help further re-enforce your child's Arabic phonics and word-level skills (10-15 minutes per week).

There is no Arabic homework set for non-native Arabic speaking children in Year 1.

#### **Year 2**

- Read to and with your child. This will involve reading a book in English (10-15 minutes per day);
- Help your child learn his/her phonics, both weekly spellings (following a phonological pattern) and weekly High Frequency Words (10-15 minutes per week);
- Children will alternately be asked to complete a mathematics investigation or a reading comprehension task (10-15 minutes per week);

- Weekend homework: An investigative activity (10-15 minutes each weekend).

For native-Arabic speaking children,

- Read to and with your child (10 minutes, twice a week);
- Help further re-enforce your child's Arabic word- and sentence level skills (10-15 minutes, once a week).

There is no Arabic homework set for non-native Arabic speaking children in Year 2.

## **Key Stage 2**

In Key Stage 2, pupils will have homework set, starting in Year 3, which increases in length and complexity, as they progress through the school. The timetable in the Homework Diary will inform you about which subject/s are set each evening and the details will be written by the children on a daily basis. Please sign the diary, to confirm that you have seen it.

If your child is in Key Stage 2, your role is to help him/her develop independent study skills. Suggested areas of support are outlined in the previous section, entitled, 'Your role in supporting your child's learning at home'.

## **Homework focus**

The main homework focus in the Junior School is on developing pupils' English skills, since these are seen as the key to success in many other areas of the curriculum. This is particularly important in the context of an international school, such as BISC, where many of our pupils speak English as an additional language.

Regular reading is a vital part of the Junior School Homework Policy. If you have a child in Foundation Stage, you are asked to focus on your child's speaking and listening skills, as well as helping to nurture a love of books and stories. For children in Key Stage 1, homework largely consists of regular reading with you and sharing books together. Reading practice and listening to others read continues to be essential right throughout the Junior School.

One of the key messages for parents is that all Junior School children should either read to you, listen to you reading or, if they are fluent readers, read on their own - **every day**. All children are given a Reading Record Book, at the beginning of each academic year, where their reading is recorded (by adults initially and then by pupils, once they have the necessary writing skills). In addition, this school-wide focus on reading may be done in the context of homework, such as Key Stage 2 pupils reading a reference book or using the internet for a History project.

## **Subject Areas in the Junior School**

### **English**

English is an integral part of all subjects and forms a major component of the curriculum at BISC. Our curriculum is designed to help each child become articulate, imaginative and well informed and to develop the skills of speaking, listening, reading and writing.

In the Foundation Stage, children's language skills are developed under the area of the curriculum called Communication, Language and Literacy (CLL). These skills are approached in a play-based and cross-curricular way, including topic work, stories, poems, art and science work. The foundations for future success in reading and writing are laid and we give the children as broad and rich a linguistic experience as possible. Speaking and listening skills are developed through story telling, songs and rhymes and sharing experiences and ideas.

From Year 1 to Year 6, pupils are taught within a Literacy Hour every day, where they learn word-level (phonics, spelling and vocabulary), sentence-level (grammar and punctuation) and text-level (comprehension and composition) skills. In addition, children in Foundation Stage and Key Stage 1 have a separate twenty minute phonics lesson per day, to help develop their reading and writing skills.

Children learn and develop English language skills at different rates, particularly when they are speaking English as an additional Language. In Key Stage 1, specific work is often given to different attainment-groups within the classroom. From Year 3 onwards, pupils are streamed into three sets, based on attainment. Pupils may change sets, as their skills develop.

In addition, to standard homework given by the class teacher, a daily routine at home is essential to help develop good reading habits and allow steady progress. To make the reading experience enjoyable for you and your child, pick a quiet time, a comfortable chair in a room with no distractions (TV, younger siblings etc). Allow your child to hold the book and turn the pages, ask questions and discuss the book, author, plot and characters. You might like to share the book, by reading a paragraph each, for example. Please remember that reassurance and gentle prompts are the best ways to support your child's reading and to develop their confidence and competence. Parents in Foundation Stage and Key Stage 1 are asked to record any reading at home in their child's Reading Record Book. In Key Stage 2 pupils will make regular comments and note down their thoughts and observations about the book they read in their Reading Record Book.

A love of reading is further developed during weekly library sessions, where all our pupils browse and choose books to take home. Stories and poems are shared and library skills are introduced from the very beginning, to enable the children to be competent and independent users of the library. We ask for your co-operation in ensuring all books are looked after carefully. You will be asked to pay for damaged or lost books.

## **Mathematics**

Mathematical Development (MD) in the Foundation Stage involves young children learning about number, calculating, shape, space and measures. Mathematical understanding is developed through stories, songs, games and imaginative play, so that the children enjoy using and experimenting with numbers.

From Year 1 to Year 6, pupils are taught Mathematics within a daily Numeracy Hour. Numeracy is a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables. During their Junior School years, pupils are taught to:

- have a sense of the size of a number and where it fits into the number system;

- know by heart number facts such as number bonds, multiplication tables, doubles and halves;
- use what they know by heart to figure out answers mentally;
- calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies;
- recognise when it is appropriate to use a calculator, and be able to do so effectively;
- make sense of number problems, including non-routine problems, and recognise the operations needed to solve them;
- explain their methods and reasoning using correct mathematical terms;
- judge whether their answers are reasonable and have strategies for checking them where necessary;
- suggest suitable units for measuring, and make sensible estimates of measurements;
- explain and make predictions from the numbers in graphs, diagrams, charts and tables.

There is a focus on mental mathematics and investigative work within the subject. Mathematics skills are also used and developed in other subjects. For example, the use of measuring equipment in Science, map skills and a concept of time in Humanities, shape and symmetry in Art and Design and Information and Communication Technology across different strands of the subject.

Children learn and develop mathematical skills at different rates. In Key Stage 1, specific work is often given to different attainment-groups within the classroom. From Year 3 onwards, pupils are streamed into three sets, based on attainment. Pupils may be asked to change sets, as their skills develop.

## **Science**

Science is covered on a conceptual basis within the Knowledge and Understanding of the World area of the curriculum. Practical first-hand experience is vital and forms the basis for learning. We include the children's own interest in our activities.

In Key Stages 1 and 2, Science teaching covers four broad areas:

- Experimental and Investigative Science
- Life Processes and Living Things
- Material and their Properties
- Physical Processes

These areas are taught on a topic basis. Children develop and extend their understanding of each topic through practical investigations, teacher directed activities and their own research. Children in all key stages are encouraged to relate topics to their experience of the world; to question; to develop their own hypotheses; to make predictions and to conduct investigations leading to meaningful conclusions. Whenever possible, children are encouraged to pursue further investigations either at home or at school, and to share their results with the class.

## **Information and Communication Technology (ICT)**

All pupils have opportunities to develop ICT skills in a meaningful context, through topic work and across the curriculum areas. They learn to communicate and handle information in a variety of different forms and for different purposes. ICT is used within the classroom, to encourage children to develop their ideas and record their creative work. Within each key stage, the children are given access to age-appropriate software and audiovisual resources. The school is equipped with interactive whiteboards and computers in classrooms and specialist areas.

## **Humanities**

In the Foundation Stage, this comes under the 'Knowledge and Understanding of the World' area of the curriculum. Children develop the skills and understanding that help them make sense of the world. They do this through exploration, observation, problem solving, prediction, critical thinking, decision making and discussion.

From Year 1 onwards, History and Geography are taught through projects, by integrating the curriculum under one theme. This enables the children's learning to be meaningful and taught within a context.

- In Key Stage 1 the children look for similarities and differences between life today and in the past. The children develop their understanding of their own environment and the people who live there.
- In Key Stage 2 the children focus on the study of different ancient civilisations and also World War 2 and much of the geographical work develops from these projects. They also study geographical features such as rivers, deserts and mountains.
- Throughout the Junior School, the children are encouraged to consider the importance of environmental change and sustainable development, both locally and globally.

## **Art and Design**

In Foundation Stage, Art is taught within Creative Development (CD). This area of learning gives children opportunities to explore and share thoughts, ideas and feelings through various art activities. Children explore colour, texture, shape, form and space in two and three dimensions, through a wide range of media such as play dough, clay, paint and computer graphics.

The Art and Design curriculum for classes in Year 1 and above gives pupils opportunities to develop their creativity and imagination. It aims to enable pupils to express themselves with confidence and enjoyment through creative work. The teaching of Art and Design is supported by a wide range of resources and facilities, including a dedicated Junior School Art Room.

The following are the main skills taught in the Junior School:

- Drawing and painting
- Printing
- Collage
- Sculpture
- Textiles

In Key Stage 1, children learn more about the role of art, craft and design in their environment. They are encouraged to use their knowledge of colour, shape, space, pattern and texture to represent their ideas and feelings. They study famous artists and learn new techniques. In Key Stage 2, pupils develop their creativity and imagination through more complex activities designed to improve their control of materials, tools and techniques.

## **Design and Technology**

Design and Technology is being further developed in the Junior School over the course of this year. Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies. Pupils combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and

evaluate present and past design and technology and its uses and effects. Through this subject, we aim for pupils to become discriminating and informed users of products and innovators. Pupils have opportunities to develop, plan and communicate ideas; work with tools, equipment, materials and components to make quality products; evaluate processes and products and gain an understanding of materials and components.

## **Physical Education**

Physical Development (PD) is one of the areas of learning within the Foundation Stage curriculum, which aims to improve the skills of co-ordination, control, manipulation and movement. It involves outdoor play as well as activities that develop children's finer psychomotor skills.

Pupils from Year 1 upwards follow a Physical Education (P.E.) programme, which aims to develop pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. Physical Education promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong activity.

Physical Education includes: dance activities, games activities, gymnastic activities, swimming activities and water safety. The P.E. programme is taught by specialist P.E. teachers, with the assistance of specialised coaches and class teachers, where necessary.

BISC provides first class PE facilities and resources including gymnasium, swimming pools, tennis courts, a basket ball court and sports pitches.

## **Music**

Music is an integral part of the Foundation Stage curriculum, combining various areas of learning, including Creative Development (CD) and Communication, Language and Literacy (CLL). Children will have opportunities to experience a wide range of musical experiences, such as: joining in with favourite songs, learning how musical instruments sound, imitating and creating movement in response to music and tapping out or creating simple, repeated rhythms.

Classes from Year 1 to Year 6 are taught by a specialist Music teacher. Learning encourages children to develop composing, listening, and performing skills. Creativity and enjoyment are very much part of Music at BISC and the Music Department is very well resourced. In addition, Music plays an important role in weekly assemblies, key stage productions and other special events.

A variety of after school activities are offered and there is also the opportunity for children to learn a musical instrument. 'Session 9' is a regular forum for children to perform their instruments, in front of an audience. For more details of the instrumental music scheme please contact Mrs. Lisa Clarke, Head of Music.

## **Personal, Social, Health and Citizenship Education (PSHCE)**

This comprises a holistic approach to the pastoral programme at BISC. In Foundation Stage, these skills are taught through Personal, Social and Emotional Development (PSED). Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn.

Teachers ensure support for children's emotional well-being to help them to know themselves and what they can do.

From Year 1 onwards, PSHCE is taught by the class teachers as a discrete subject. Divided into four main areas, the content comprises:

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

The style of teaching adopted is that of sharing information, discussing relevant issues and opinions and drawing conclusions. The topics addressed are diverse, for example: money and the concept of saving; social institutions affecting our lives; types of rights and duties; how to deal with our emotions in positive ways; how the media presents information; why and how rules and laws are made and enforced, and what can improve or harm the local environment. Most of the content of the PSHCE curriculum naturally contains material and ideas to provoke personal, moral, social and cultural debate and many children will have opinions which differ from one another. Being an international school we welcome the views of all our pupils and aim to deepen their understanding, both of themselves and of the diversity of mankind, in a nurturing and supportive environment.

## **Languages**

By the time your child moves on to the Senior School at BISC, he/she will have had an opportunity to develop skills and understanding in three languages: English, Arabic and French. Within the international context of BISC, we acknowledge that language competence and intercultural understanding are not optional extras, but are an essential part of being a global citizen. Language skills are a vital means of improving understanding between people, both in Egypt and the wider world.

### **Arabic**

Arabic is taught to all pupils in the Junior School from FS2. Some children speak Arabic as their first language, whilst others come to BISC with no prior experience of the language. Therefore, the children are grouped according to experience and ability, so that they can be taught at the appropriate level. Pupils develop their speaking, listening, reading and writing skills through a variety of interactive learning experiences.

### **French**

Pupils from Year 3 upwards are taught French. They are taught by a specialist French teacher and the programmes used are designed especially for young children; they are called "La Jolie Ronde" from Year 3 to Year 5 and "Grenadine" in Year 6. The course booklet has an accompanying CD for reinforcement and practice of correct pronunciation. In Year 6, each pupil is given a personal CD to use, for further consolidation at home. Lessons have a strong oracy focus, although there are opportunities to develop speaking, listening, reading and writing skills.





### **Drama**

Although Drama falls under the umbrella of 'Speaking and Listening' within the English curriculum, it is taught as a discrete subject in Key Stages 1 and 2. In Drama pupils explore issues, ideas and dilemmas relevant to pupil's lives and investigate the behaviour of individuals and the nature of relationships and, this makes a particular contribution to their personal, social

and emotional education. Drama provides a meaningful context for all students to experiment in role with language for different purposes and to further understand what they hear when gesture, sign, facial expression and other symbols are used. Drama requires pupils to communicate, cooperate and collaborate. It fosters creativity and thinking skills, raising pupils' self-esteem and confidence through self-expression. The pupils work on improvised and scripted drama and this provides a strong stimulus for writing. By writing from the point of view of a particular character (writing in role) pupils are able to express their understanding of the roles, events or situations they have experienced.

### Assessment and Marking

BISC uses a range of assessment strategies, to help teachers plan future lessons and to monitor your child's progress. Teachers in Foundation Stage 2 complete the Foundation Stage Profile, which gives information about a child's development within the framework of Early Learning Goals. BISC also uses National Curriculum Tests at the end of Year 2 and Year 6 and Optional National Curriculum Tests in Years 3, 4 and 5. Teachers also keep records of the extent to which your child has achieved the learning objectives of lessons. Feedback to children on their progress in Foundation Stage and Key Stage 1 will mainly be verbal, but teachers will indicate the extent to which a child has understood the learning objectives of a lesson, using the following key:

Symbol	Meaning
L.O. 	Learning objective completely secure. Ready for extension work.
L.O. 	Learning objective achieved.
L.O. 	Learning objective partially achieved.
L.O. 	Learning objective needs revisiting. Review together.

In Key Stage 2, teachers use the following key, when they mark your child's work, so he/she understands the extent to which he/she has achieved the learning objective. Teachers also give targets to pupils, so they know how to improve and understand the next steps in their learning.

Symbol	Meaning
L.O. +	Learning objective completely secure. Ready for extension work.
L.O. ✓	Learning objective achieved.
L.O. P	Learning objective partially achieved.
L.O. WT	Learning objective needs revisiting. (Working Towards)

Of course, the school also acknowledges and rewards your child's effort in various ways, including stickers and Star of the Week in Foundation Stage 2 and Key Stage 1 and house points in Key Stage 2.

### Extension and Enhancement Activities

The curriculum at BISC is extended and enhanced in a variety of different ways:

**Educational Trips** are an integral part of the curriculum and are linked to planned units of study. Trips range from one day excursions to residential trips. These trips form an integral part of the children's work and support the effective teaching of the curriculum. We will require your permission to take your child out of school and send you letters to that effect. We are grateful to all those parents who generously allow us to use their facilities and businesses for this purpose. If you have a business, or expertise in some area, which you would like to share with our pupils please contact the Junior School office.

**Special Events** are held throughout the year, in order to further enhance the curriculum. Events include: an annual Book Week, Science Week and Maths Week, as well as Sports Days, Music and Drama productions and special themed days.

**Activities Programme** There are a variety of activities offered, run by the staff for the Key Stage 1 and 2 pupils. Some clubs such as soccer, swimming and basketball are coached by specialist coaches. Details are available at the Junior School office. A schedule is sent home each term to inform you of the activities on offer and the children then sign up. On the Activity Day, children need extra drink and appropriate clothing. We do request that you are punctual collecting your child after their activity, but if you are late you will find your child waiting at the collection point. The security guards supervise the children and they are not allowed out of the school alone or without a known adult. When children are expected to change their clothes for an activity, this needs to be done without assistance from parents or carers.

Please see the School Calendar and the BISC Bulletin, to keep up to date and well informed about our Extension and Enhancement Activities.

**Assemblies** All the children from Foundation Stage 2 onwards are involved in weekly school assemblies. Assembly themes are often linked to PSHCE and other curriculum areas. These are

*not* open to parents, since they are internal educational events. BISC does, however, regularly invite parents to a range of special events held at the school.

### **Music Tuition**

There are a number of peripatetic music staff who offer a range of instrumental lessons on a private basis. Please contact Mrs. Clarke if you wish your child to learn an instrument. These are scheduled on a rota basis, where possible, in the Junior School to avoid missing the same lessons on a regular basis.

### **Pupil Council**

There is a Junior School Pupil Council, which comprises one elected representative from each class. The Pupil Council meets weekly and the class representatives bring a range of topics and suggestions from their classes to the meetings. The pupils are therefore active in contributing ideas for the running of the school and have an official voice. There have been many initiatives in the Junior School as a result of the Pupil Council.

**BISC WINTER UNIFORM**  
Foundation Stage 2 to Year 6

GIRLS	SKIRT/TROUSERS	navy blue
	SHIRT	blue, white and red check, long-sleeved
	JUMPER	navy blue with school logo
	SOCKS	plain navy blue or white
	TIGHTS	plain white
	BLACK SHOES	
BOYS	TROUSERS	navy blue tailored
	SHIRT	blue, white and red check, long-sleeved
	JUMPER	navy blue with school logo
	SOCKS	plain navy blue, black or white
	BLACK SHOES	
BOYS/GIRLS	SPORTSWEAR	white shorts, house T-shirts, white socks, white or black gym shoes, training shoes (optional)

**BISC SUMMER UNIFORM**  
Foundation Stage 2 to Year 6

GIRLS	DRESS	blue, white and red check
	SOCKS	plain navy blue or white
	BLACK SHOES	
BOYS	SHORTS / TROUSERS	navy blue tailored
	SHIRT	blue, white and red check, short-sleeved
	SOCKS	plain navy blue, black or white
	BLACK SHOES	
BOYS/GIRLS	SPORTSWEAR	white shorts, house T-shirts, white socks, white or black gym shoes, training shoes (optional)

**ALL THE ABOVE CLOTHING ITEMS ARE TO BE BOUGHT FROM THE OFFICIAL SCHOOL OUTFITTERS, MOBACO, AT THE FOLLOWING OUTLETS:-**

MOHANDESSIN  
248 Sudan Street  
Open from 10am to 10pm  
Tel. 33473791  
Every day except Sunday

ZAMALEK  
8 Ahmed Sabri Street  
Open from 10am to 10pm  
Tel. 27382790  
Every day

**JEWELLERY**

No jewellery is to be worn apart from one pair of stud ear-rings for girls. Make-up and coloured nail varnish should not be worn.

## Academic Calendar 2009-2010

All events are at BISC New Campus unless stated otherwise

### Autumn Term 2009

**Term Begins:**  
**Term Ends:**

**Sunday 30<sup>th</sup> August**  
**Thursday 17<sup>th</sup> December**

Half Term: Eid El Fitr  
& Armed Forces Day

Sunday 20<sup>th</sup> September  
Tuesday 22<sup>nd</sup> September inc.

Eid El Adha

Sunday 26<sup>th</sup> November  
Monday 30<sup>th</sup> November inc

Islamic New Year

Friday 18<sup>th</sup> December

### Spring Term 2010

**Term Begins:**  
**Term Ends:**

**Sunday 10<sup>th</sup> January**  
**Wednesday 31<sup>st</sup> March**

Coptic Christmas

Thursday 7<sup>th</sup> January

Half Term

Wednesday 24<sup>th</sup> February  
Saturday 27<sup>th</sup> February inc.

Prophet's Birthday

Western Easter

Sunday 4<sup>th</sup> April

Eastern Easter

Sunday 4<sup>th</sup> April

Sham El Nessim

Monday 5<sup>th</sup> April

### Summer Term 2010

**Term Begins:**  
**Term Ends:**

**Sunday 18<sup>th</sup> April**  
**Thursday 24<sup>th</sup> June**

Dates for Islamic Holidays are approximate