

# Townshend International School

## Primary School Handbook

(Grades 1-6)



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# Welcome to Primary School at Townshend International School

We want to welcome you and your child to our education program at Townshend International School. We are looking forward to an exciting year of new experiences and lots of fun! It is during the first years of life that children form attitudes about themselves, others, learning, and the environment.

Educating a child is most successful when families and schools work together in the best interest of the child. Valuing education and the opportunities it provides are important first steps.

The goal of our program is to meet your child's needs not only intellectually, but also physically, socially, and emotionally. Going to school is one of the most important experiences in a child's life. School can be an exciting place where children meet new people and participate in a variety of experiences. We promise to work diligently to provide each child with wonderful experiences that help them to feel good about themselves and their school.

If you would like to contact the primary department, please do not hesitate to contact us at: [primary@townshend.cz](mailto:primary@townshend.cz)

## Townshend Code of Conduct

Our Code of Conduct is based upon Five principles which have been chosen from among the virtues, and which form the criteria by which all action can be judged. These principles have been chosen, as each, in itself, embodies a number of virtues and, combined, they include all virtues.

1. Honour
2. Respect
3. Responsibility
4. Leadership
5. Commitment

An important and often mentioned aspect of Townshend is the possibility given to youth for spiritual growth. By keeping the school distanced from the undesired influences that today's world exercises upon young and old, and by looking to the moral and ethical principles as the guideline to a healthy and happy growth, a community has come into being whose members are free to discover their inherent qualities, and to shape a clear and far reaching vision of their needs and their future.

In this respect, the criteria for acceptance of a student and their continuation at the

school is the initiative taken and the development shown in their personal growth. Students and Staff, irrelevant of their age and position, are expected to measure their words and their actions by the Townshend Code of Conduct.

**Honour:**

Honour is the inner drive that propels and perpetuates perseverance in making ethically and morally right decisions. Honour fosters such virtues as Integrity, Chastity, Purity of Motive, Self-esteem.

**Respect:**

Respect for the rights and the dignity of all can only be righteously expressed when comprising the synthesis created among the three circles within which the individual finds themselves: the inner circle of self (self-respect), the middle circle of the community (respect for all persons), the outer circle of the environment (respect for one's environment). This synthesis then reflects itself in such qualities as Courage, Care, Consideration, Resolution, Character.

**Responsibility:**

Maturity of character requires taking responsibility for each of the three individual circles, without exception: this care and concern conveys and results in Trustworthiness, Stability, Efficiency, Dependability, and Loyalty.

*"[The] values of respect and responsibility are necessary for healthy personal development, caring interpersonal relationships, a humane and democratic society, a just and peaceful world"*

Thomas Lickona, Education for Character

**Leadership:**

Making the right decision and acting upon it; rejecting the influences that can obscure one's perception and one's capacity of discernment; establishing an example for those younger or with less determination. True leadership lies in the desire to be of service to all mankind and is founded on Initiative, Service, Humility.

**Commitment:**

Bringing to an end what one has started is rewarded manifold; the strengthening of Determination, Resolution, Perseverance are of the direct results. Students accepted to Townshend are expected to commit themselves to upholding the Townshend Philosophy.

# Arrival and Departure of Students

## Statement of Intention

It is the aim of the school to work collaboratively together with parents and the community to ensure that all children at Townshend International School are nurtured in a safe educational environment.

## General Parental Access to School

We kindly require that in all circumstances parents access the Primary School through the Main High School Entrance (Second Floor) and report to the School Reception (Third Floor). The Primary School entrance, which is next to the primary school playground is for the use of teachers and pupils.

Alternatively, if a parent wishes to make an appointment with the class teacher, they may do this when they collect their child from the yard at the end of the school day or by contacting the School Secretary at +420387688111. At the start of the day, as you will appreciate, teachers are busy with their classes and will be unable to look at their schedules.

## Beginning of the school day Routine

### Arrivals

- Pupils arrive in school yard at between 8.00 to 8.20 with parents where necessary
- A teacher will be on duty from 8.00 to allow parents to drop off their children 8.25 am, or when the bell rings, children line up (with parent's help where necessary) parents say farewell.
- teachers to escort the class inside through appropriate door

### Late arrivals

- The primary school door will be locked at 8.40 am or when Upper Primary has entered.
- Pupils arriving after this time MUST access the Primary School through the Main High School Entrance (Second Floor) and report to School Reception (Second Floor), so they can be entered in the 'late' register, then the secretary will escort the pupil to class.

### Bad Weather (heavy rain) all classes

- Weather to be assessed by the Coordinator

- Arrival at school at 8.00 to 8.25 am
- Teachers stand by door and welcome individuals
- Doors locked at 8.40 am

## End of the school Day Routine

### Upper Primary

School ends at 2.50 pm

- The class teacher will escort the class to the cloakroom to collect coats and bags.
- The class teacher will then take their class to the Primary School entrance to await parents and to ensure they are collected safely, unless parental consent has been given for the pupil to go home on their own. See form below.
- After the last child has safely left, the class teacher will lock the door

### Kindergarten, Lower and Middle Primary

School ends at 2:05 pm

- The class teacher will escort the class to the cloakroom to collect coats and bags.
- The class teacher will then take their class to the Primary School entrance to await parents and ensure they are collected safely.
- After the last child has safely left, the class teacher will lock the door

## Late collections

When a parent is late then the pupil will wait with their class teacher at the Primary School main entrance until 5 minutes after collection time. After this the school reception will ring the parent to make sure there have been no unforeseen emergencies and to restate pick up time.

If we have been unable to contact the parent and the teacher has after-school commitments, then the pupil will be escorted to the Primary Schoolclub, to await the parent.

Late collection is a stressful experience for the pupil and we would encourage you to phone the School Reception at +420387688111 as soon as you realize you will be late.

# **School Responsibilities**

Yard supervision at 8.25am. If the family sings up, supervision of students from 8.00am.

Collection from yard at 8.25am

Registers will be called once a day at 8.40 am. Any child arriving after the closing of the register will be recorded as 'late' for that session.

If a child is absent, the class teacher will enter the appropriate code on the register. If, however, no explanation has been received from the child's parent the following day, then the School Reception will endeavour to make contact with the parent in order to establish a reason for the absence.

If a class teacher has particular concerns about an individual child's attendance or punctuality, the School Reception will contact the parent.

All absence notes from parents should be sent to the class teacher. Only notes concerning absences about which there are concerns/queries will be brought to the attention of the Coordinator who may then choose to speak to the parents concerned.

Excellent attendance (100%) will be rewarded with an Attendance Certificate at the end of each semester and at the end of the school year.

## **Parent responsibilities**

Child safety before teacher's yard supervision and after safe dismissal by teachers.

Please assist us in ensuring the safety of your children by monitoring their activities before and after-school.

Ensure that children who are returning home independently go home straight after school.



# Arrival and Departure of Students

Please complete and return to your child's teacher

I have read the policy for arrival and departure of students and agree to follow it.

---

Name of Child

---

Name of Teacher

---

Grade

---

Parent Name

☐

I will collect my child from school every day

☐

I give permission for my child to return home independently

The people authorized to collect my child from school are:

---

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# **School club**

School club will run Monday to Friday from 14.05 until 16.00. It is a service the school provides on a signup basis. Parents can make use of it on a regular basis or occasionally. If parents want to use it occasionally they only need to notify their child's homeroom teacher by email as soon as they know what day they will be using this service.

School club is an afterschool service that will consist of general art, handcraft, drama, dancing, games, cooking, chess and music activities. The specific activities will vary based on the teacher's skills. TV time during school club will not be part of the program, and television will be only used if teachers want to show instructions for the development of the activities. Whenever possible, Townshend staff will take students out to the playground.

Everyday there will be 30-40 minutes dedicated to homework and reading activities.

Students can bring healthy snacks to eat.

# **Food Policy**

As a school, we have an important role to play in making sure that the children develop positive attitudes to food, make informed choices, and understand that good nutritious food is essential to their ability to learn as well as to their long-term health.

# **Drinks in School**

Children have access to free and fresh drinking water during the school day. They are also encouraged to bring their own water bottles into the classrooms and have access to these all day. Pupils may also bring warm fruit tea or pure fruit juice. Sweetened tea and fizzy drinks are not allowed.

# **Break times**

Children are encouraged to bring a healthy snack to school each day. What could constitute healthy includes:

- Fruit, vegetables, sandwiches with low sugar fillings and rice cakes

What is not considered healthy includes:

- Chocolate, crisps, biscuits and fizzy drinks

On Fridays, the whole school takes part in “Fruity Friday”. Please bring one or two pieces of fruit to share with the rest of the class. No additional snack is needed on Fridays.

## **Lunchtimes**

All children are provided with good quality, healthy lunches. Each day, the lunch choices include hot and cold options, soups, and salad, pay regard to nutritional balance and healthy options as far as possible.

## **Food Allergies/Intolerances**

Staff are all aware of children in their classes who may have a food allergy or intolerance. We strive to include all children in our activities and are mindful of children who may not be able to take part in all aspects of a cooking lesson due to their intolerance, and try to make alternative arrangements in order for them to participate as fully as possible. Staff are especially diligent in checking packaging labels to check ingredients prior to cooking, for suitability for all children.

## **Food in the Curriculum**

Practical work with food is something we like to encourage throughout the curriculum. We hope to offer opportunities for the children to explore how to design and make food in Design and Technology and after school clubs. During History lessons, pupils will have the opportunity to make healthy food and to try it. In science, we investigate the fundamental role of food in life processes and living things. There are also links with literacy when writing and understanding recipes maths when weighing and measuring, and multiculturalism when tasting food from other cultures and countries.

# Uniform Policy

## Introduction:

It is our school policy and expectation that all children, except Kindergarten, wear school uniform when attending school, or when participating in an event organised by the school outside normal school hours. A complete list of the items needed for school uniform is identified below in Appendix A.

## Aims and objectives:

Our policy on school uniform is based on the notion that school uniform:

- is designed with health and safety in mind
- promotes a sense of pride in the school;
- engenders a sense of community and belonging;
- is practical and smart;
- identifies the children with the school;
- prevents children from coming to school in fashion clothes that could be distracting in class;
- makes children feel equal to their peers in terms of appearance;
- is conducive to good educational practice

To ensure that these aims are realised, the Primary Coordinator retains overall responsibility for assessing the appropriateness of individual items of clothing and hair style.

## Jewellery:

On health and safety grounds we do not allow children to wear jewellery in our school. The exceptions to this rule is earring studs in pierced ears, which should be removed or surgically taped before P.E. Watches should be a sensible size, should not distract either the child or other pupils, and should always be removed for PE.

## Hair:

For reasons of safety and personal hygiene, long hair should be kept away from faces with simple hair accessories. During sports, hair must be tied back for safety.

## Multiculturalism:

The school welcomes children from all backgrounds and faith communities. If there are compelling reasons, for example on religious grounds, why parents want their child to wear clothes or have hair contrary to this policy, then the school will consider any such requests.

#### Mobile Phones:

To prevent disruption within the school environment, children are not allowed to bring mobile phones or other such communication devices into school, without written authorization from the Primary Coordinator. Should this be approved, all phones must be kept in the staffroom during the school day and at the parent's risk.

#### Footwear:

Children must have 'outside' shoes, which will be required for outdoor activities. They should also have 'indoor' shoes (keeping with our uniform policy) which they will change into when inside the school.

#### Winter Months:

Children must have appropriate clothing to change into for playtime during winter. This may include boots, snow trousers, a hat, gloves and a thick coat.

#### The role of parents:

The school uniform policy forms an important element of our school identity, and we ask all parents and guardians to help support this. Experience shows that children enjoy and respond better to school life when they have the correct uniform and when it is both clean and in good repair. To enable us to return misplaced items, parents are asked to ensure all items of clothing are labelled with their child's name.

#### Staff code of dress:

All staff, including Year of Service, are required to conform to a smart code of dress. This should be in line with the high standards expected of professional educators bearing in mind the requirements of their particular role. The exception being that when staff teach PE they are allowed to wear casual clothing and footwear for that session of the school day.

#### Inappropriate uniform

In the event of children not adhering to the school uniform policy, a standard letter will be issued to the appropriate parent (appendix B). Children may be withdrawn from extracurricular activities if they are not in full compliance with the uniform policy.

#### Monitoring and review

The Primary Coordinator will hear any requests from parents for individual children to have special dispensation with regard to school uniform.



# Appendix A

## Uniform list

The following items should all be appropriately labelled with the child's name.

### Clothing & Footwear

Black shoes

Black/white/grey socks

Black/grey trousers or skirt

White/blue T-shirt or shirt

Blue sweater

### PE Kit stored in a school PE bag or small rucksack

- Plain T shirt or polo shirt
- Plain shorts/ jogging pants
- A change of socks
- Hair ties for children with long hair
- Trainers for games

# Appendix B

Dear Parent,

Unfortunately I have to tell you that .....has not conformed to our school uniform policy today.

I have highlighted below the area of uniform that is not in line with our school policy.

Can I please ask you to ensure that he / she has the appropriate clothing or footwear

by.....

Please do not hesitate to contact me should you want to discuss this matter further.

Thank you for your support,

Jennifer Sánchez

Primary Coordinator

# Change of Address or Telephone Number

If you should move or change your phone number and/or address, please notify the school office at [office@townshend.cz](mailto:office@townshend.cz), as soon as possible to prevent any delay, should we need to contact you.

## Outdoor Play

Children will play outside as much as possible. Teachers will be taking their class outside during cooler temperatures, EVEN ON SNOWY DAYS! Please remember to bring appropriate clothing that your child is able to put on and take off independently (i.e., sweaters, sweatshirts, jackets, coats, hats and gloves).

## Policy on giving medicines to children

Staff are not qualified to administer medicines of any kind. Normally, if a child needs medication then they are too ill for school. If in exceptional circumstances medicine is being administered in school then:

- The school nurse or proxies will be responsible and will be the only ones able to administer medicines, and no medicine can be given to a child without written request from the parent/guardian.
- No medicine will be accepted in an unlabeled container.
- Instructions for taking the medicine must be translated into English
- Sell/use by date will be checked and must be valid.
- Parents are requested to supply the correct dispensing spoon.
- All medicines to be kept in the nurses room and given out by the nurse or proxies.

# Complaints Policy

We strive to provide a safe and welcoming environment in which pupils can achieve their potential, both academically and socially.

We believe that a close partnership between the school, parents and pupils is essential to support pupil progress and well-being.

Through our programme of meetings between parents and teachers, as well as through informal contact, we provide opportunities for parents to raise questions, issues, or concerns.. If a concern is not resolved through discussion with a teacher, the parent or the teacher can refer it to the Primary Coordinator. Complaints from members of the public should be made directly to the Primary Coordinator.

The Primary Coordinator will offer a meeting with the parent or other complainant, as far as possible at a mutually convenient time. At that meeting, and through discussion, the Primary Coordinator will seek an acceptable outcome, to the satisfaction of all parties involved.

If the Primary Coordinator is unable to resolve the complaint within 10 school days, or is the subject of the complaint, the Primary Coordinator or the complainant can refer it to the school Director.

The School Director will ask for the complaint to be put in writing. It is helpful if the complainant can set out their concern in detail, but this is not essential. The Director will arrange a meeting between all those concerned at a time, as far as possible, convenient to all parties, and within 15 school days.

The Director will consider any written material, and also give the person making the complaint and the Primary Coordinator an opportunity to state their case and to question the other side. The Director will ensure that all present are treated fairly. If the person making the complaint wishes, a friend or supporter can accompany them.

The Director will give a decision in writing as soon as possible after the meeting,, along with the reasons for the decision.

# Student Advancement Policy

We take a proactive approach to student advancement, considering their academic progress, social development, and overall maturity. We believe that students should be in a grade that best suits their needs and abilities, and we involve both teachers and parents in this process.

## Observation and Evaluation

Our teachers closely observe students, monitoring their academic performance and interactions with classmates. When a teacher believes that a student might benefit from changing a grade, they can suggest this to the Primary Coordinator. This is based on the child's best interests.

## Parental Involvement

We value parental input and encourage parents who are concerned about their child's development to directly contact the Primary Coordinator or School Director with their suggestions for student advancement.

## The Evaluation Process

Upon receiving a suggestion for student advancement, a thorough evaluation will be conducted. This involves the student's current teachers, the school counselor, and the Primary Coordinator. The aim is to make a well-rounded decision, considering not only academic performance but also maturity and social development of the student.

## Balancing Academics, Maturity, and Social Growth

We understand that a student's readiness for advancement is not solely about academic achievements. Social and emotional development is equally important. Our evaluation process takes all these factors into account.

## Transparency and Open Communication

We maintain open communication throughout the process. All parties involved, including parents, will be kept informed of the progress and the final decision. We strive to ensure that everyone understands the reasons behind the decision, whether it is to recommend student advancement or not.

At Townshend Primary School, our goal is to provide an environment where every student can excel. Our Student Advancement Policy reflects our commitment to making informed decisions that cater to each child's unique needs. Education is a journey, and we are privileged to be a part of your child's path to success and personal growth.



# Educational Needs Policy

We are committed to providing every student with an inclusive and supportive educational environment. We recognize that students with educational special needs, such as dyslexia, ADHD, dyscalculia, and others, require unique and tailored support to thrive academically and personally. Our policy for addressing these needs involves the active participation of our school counselor, homeroom teachers, and open communication with parents.

## Assessment and Evaluation

Our school counselor plays a pivotal role in assessing students with educational special needs. Through natural observation and careful consideration, they identify students who may require additional support. This process is conducted with the utmost care and sensitivity to ensure the child's well-being.

## Collaborative Planning

Once a student's special needs have been identified, our school counselor collaborates with the homeroom teacher to create guidelines for the best approach to address those needs. These guidelines serve as the foundation for developing a personalized teaching plan and objectives tailored to the individual student's requirements.

## Personalized Support

Our commitment to students with special needs includes providing the necessary accommodations, resources, and assistance required for their success. These accommodations may encompass alternative teaching methods, extra support, or additional resources, depending on the specific needs of the student. The personalized teaching plan ensures that each student can progress at their own pace and reach their full potential.

## Open Communication with Parents

Parents are essential partners in their child's education. Throughout this process, parents will be informed at every step. We value their input and ensure they are well-informed about their child's progress and the strategies being employed to address their special needs.

We are dedicated to fostering an environment of inclusivity and support. Our Educational Special Needs Policy underscores our commitment to providing personalized and effective assistance to students with special needs, allowing them to flourish academically and personally. Education is a journey, and together, we ensure that every student can navigate this journey with success and confidence.

# Safeguarding Policies for Well-Being and Care

We prioritize the well-being and safety of our students above all else. Our comprehensive safeguarding policies cover a wide range of aspects, from the physical and mental well-being of students within the school premises to their welfare beyond the school's boundaries. We have a dedicated safeguarding person who plays a central role in addressing these issues.

## Well-Being and Care at School:

- **Physical Safety:** We maintain a safe and secure school environment by adhering to strict safety measures, including regular inspections and maintenance of school facilities.
- **Bullying and Harassment:** We have a zero-tolerance policy for bullying and harassment. Our students are encouraged to report any such incidents to their teachers, the safeguarding person, or any trusted adult.
- **Student Supervision:** Adequate supervision is provided during school hours to ensure the safety and well-being of students at all times.

## Mental Health and Emotional Well-Being:

- **Counseling Services:** We have an on-site counselor to support students dealing with emotional and mental health issues. The counselor provides a safe space for students to express their concerns.
- **Mental Health Education:** We incorporate mental health education into the curriculum, raising awareness and understanding among students and staff.
- **Emotional Support:** Our teachers and staff are trained to recognize signs of emotional distress and provide appropriate support. We encourage open communication between students and adults.

## Safety Beyond School Boundaries:

- **Travel Safety:** We ensure that students are safe during school-related trips or activities outside the school. Proper precautions and supervision are maintained.
- **Reporting Mechanisms:** We have a clear reporting process for incidents that occur outside of school but affect the well-being of students. Students, parents, and staff are encouraged to report any concerns to the child's class teacher or the designated safeguarding lead.

### The Designated Safeguarding Lead:

Our Designated Safeguarding Lead (DSL) is a designated expert who is responsible for handling safeguarding issues. They act as a point of contact for students, parents, and staff to report concerns, and they coordinate appropriate actions and support. The DSL ensures that all reports are treated confidentially and that the well-being and safety of our students is prioritized.

Safeguarding is not just a policy; it is a commitment to the physical and emotional well-being of our students. We believe that a safe and nurturing environment is essential for learning and personal growth. Our safeguarding policies reflect our dedication to ensuring that every child at Townshend is protected, cared for, and supported in every possible way.

We encourage you to read through the general Handbook of the school to see any further information on safeguarding and safety.

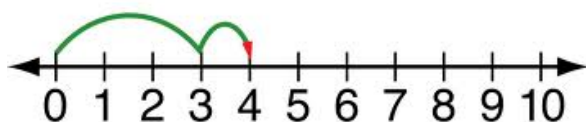
# Four Operations of Number

At Townshend we are thankful to have a multicultural group of pupils, however, this can bring teaching challenges with it. In order to adhere to our status as a Cambridge International School and make it possible for all children to learn effectively, we have chosen the following methods of addition, subtraction, multiplication and division.

## Addition

Elementary level method uses a numberline:

$$3 + 1 = 4$$



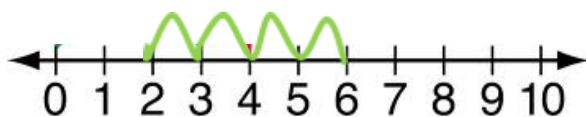
Advanced level uses the column method.

$$\begin{array}{r} 38 \\ + 26 \\ \hline 64 \\ \hline 1 \end{array}$$

## Subtraction

Elementary level method uses a numberline:

$$6 - 4 = 2$$



Advanced level uses the column method:

$$\begin{array}{r} 21 \\ 233 \\ - 252 \\ \hline 81 \end{array}$$

## Multiplication

Elementary level method uses a grid:

x	10	4
3	30	12

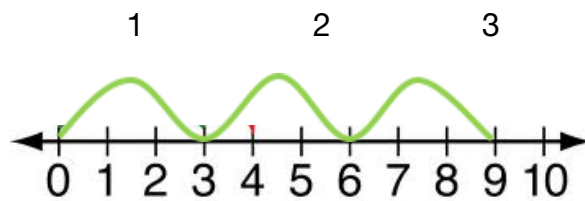
Advanced level uses the column method:

$$\begin{array}{r} 237 \\ \times \quad 4 \\ \hline 948 \\ \text{1} \quad \text{2} \end{array}$$

## Division

Elementary level method uses a numberline:

$$9 \div 3 = 3$$



Advanced level uses the column method:

$$\begin{array}{r} 108 \text{ r}1 \\ 7 \overline{) 757} \\ \underline{7} \quad \underline{5} \quad \underline{7} \end{array}$$



## Handwriting

Given the variety of nationalities at Townshend, we have chosen a handwriting style that is sympathetic to the different needs of our pupils and also one that matches our Cambridge International School status.

# **Benchmarks for Grades 1 to 3**

Townshend International School's Primary curriculum follows the Cambridge International School Curriculum, which is based on the National Primary School Curriculum of England.

The following Mathematics, English and Science objectives are used to *guide* teachers at Townshend but they can be deviated from when it is in the best interests of the child. These objectives can also be found at

<http://www.cie.org.uk/qualifications/academic/primary/cipp/resources>

Schemes of work for other curriculum areas taught at Townshend, for example History, Geography and Religious Education, are based on those found in the Qualification and Curriculum Agency's Schemes (QCA). The QCA publishes the National Primary School Curriculum of England. The QCA schemes can be found at

<http://www.standards.dfes.gov.uk/schemes3/>

The QCA schemes are used as a *guide* for teachers at Townshend and will be amended if it is in the best interests of our children.

# **Objectives for Grades 4 to 7**

Townshend International School's Primary curriculum follows the Cambridge International School Curriculum, which is based on the National Primary School Curriculum of England.

The following Mathematics, English and Science objectives are used to *guide* teachers at Townshend but they can be deviated from when it is in the best interests of the child. These objectives can also be found at:

<http://www.cie.org.uk/qualifications/academic/primary/cipp/resources>

Schemes of work for other curriculum areas taught at Townshend, for example History, Geography and Religious Education, are based on those found in the Qualification and Curriculum Agency's Schemes (QCA). The QCA publishes the National Primary School Curriculum of England. The QCA schemes can be found at:

<http://www.standards.dfes.gov.uk/schemes3/>

The QCA schemes are used as a *guide* for teachers at Townshend and will be amended if it is in the best interests of our children.

## Behaviour policy

The purpose of this policy is to provide clear guidelines to all staff, governors and parents about the rewards and sanctions that are in place to deal with behaviour issues.

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values. It is crucial that all members of a school community recognize the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life

At Townshend International School we employ a Positive Behaviour environment for our children through Golden Rules which are on display in each classroom and which include

Thou**G**htful  
Hardw**O**rking  
Po**L**ite  
Goo**D** listeners  
Car**E**ful  
Se**N**sible

There are many different rewards for good behaviour and working hard. Golden time is given to all children alongside praise and reward for good behaviour/working hard.

Furthermore, a Virtue of the Month is actively promoted by all staff through circle time, school assemblies and day to day lessons. Other rewards include verbal praise, personal points, and stickers.

All behaviour from children must be dealt with in the same fair way - following the sanctions below which each teacher has adapted to meet the age range of their specific class.

#### Sanctions:

1. verbal warning
2. yellow warning card: 1 minute of Golden Time missed
3. red card: pupil misses 5 minutes of golden time and sent to another teacher's class or quiet observable room for 10 minutes to calm down. Pupil to fill out explanation form, where possible
4. continuous misbehaviour / abuse of Golden Rules: pupil is sent to a partner class with work for the rest of the lesson, pupil to fill out an explanation form
5. If no improvement, then pupil sent to the Primary Coordinator with explanation forms

Explanation forms are collected by the class teacher.

#### Examples of Sanctions for actions:

- bad language: go through behaviour policy e.g. warning, yellow card, red card
- Name calling (unless it is bullying): go through behaviour policy e.g. warning, yellow card, red card
- Shouting out: go through behaviour policy e.g. warning, yellow card, red card
- Not responding to instructions: go through behaviour policy e.g. warning, yellow card, red card
- Disturbing other children: go through behaviour policy e.g. warning, yellow card, red card
- All low level disruption: go through behaviour policy e.g. warning, yellow card, red card
- Racism, bullying, fighting or assault: Straight to the Primary Coordinator

(Parents will be informed at the Primary Coordinator's discretion)

### Missing playtime/lunchtime:

If children are to miss some playtime/lunchtime, as part of the sanction, it must be supervised by the reprimanding adult for the remainder of their missed time.

### Behaviour issues at playtimes:

At playtimes issues should be dealt with by the staff on duty. If the actions of the child need further sanctions they should be sent to the Primary Coordinator.

### Behaviour issues during lunchtime:

All behaviour issues should be dealt with by the teacher. If the actions of the child need further sanctions they should be sent to the Primary Coordinator.

## **Homework Policy**

### Rationale:

Homework is important at all stages in a child's education and when used properly, it extends the challenge open to the pupil and ensures that teaching time is used to maximize effect

There is enormous value in children spending time with a parent on a regular basis supporting the work that the child has done in school. These activities need not be formal. For younger children this may consist largely of reading and sharing books with parents and carers or classifying products on a walk round the supermarket. Homework need not, and should not get in the way of other activities which they may do after school, such as sport, music and clubs of all kinds.

### Homework Guidelines for Primary and Secondary School DfEE.

Homework refers to any work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers.

### Aims of structured Homework:

- To extend and support children's learning opportunities via reinforcement and revision, particularly in Maths, English and Science.

- To raise standards of achievement, by consolidating, revising and reinforcing skills and understanding.
- Make effective use of teaching time by enabling teachers to focus on those activities which require direct teaching.
- To provide opportunities for parents and pupils to work together to enjoy learning experiences and to utilize resources for learning of all kinds at home.
- To encourage the development of positive attitudes towards learning among children.
- To equip the pupils with the attitudes, skills and self-discipline needed to study on their own, and to prepare them for the increased demands of Secondary school homework.

This homework policy should:

- Ensure consistency of approach throughout the school
- Ensure progression toward independence and individual responsibility
- Ensure the needs of the individual pupil are taken into account
- Ensure parents/guardians have a clear understanding about expectations for themselves and their children

## **Type and amount of homework appropriate for pupils of different ages**

Homework should complement and support what is being learnt in school. Its purpose changes as the child matures. It should not be just the carrying out of formal exercise by children without the help of adults. It should be, particularly with younger children, active involvement with the child's learning by a parent or carer.

The following is a summary of activities that can be implemented as part of the homework policy:

- Regular reading to and with parents for all the primary age range
- Spellings
- Maths tasks including the learning of tables
- Finding out information
- Follow-up reading or reading in preparation for future lessons
- Preparing oral presentations
- More traditional writing assignments
- Longer term independent studies



The precise amount of time spent on homework is less important than the quality of the task.

## APPROXIMATE TIME ALLOCATION

The total homework time expectation for primary aged pupils is as follows:

Kindergarten	30 minutes per week.
Lower Primary	60 minutes per week.
Middle Primary	90 minutes per week
Upper Primary	120 minutes per week

The role of parents and carers in supporting pupils:

We encourage parents to:

- Provide a peaceful and suitable place in which the child can do their homework, more often with an adult than alone.
- Value homework and to support the school in explaining how it can help their child's learning.
- Praise and consider rewarding their child when they have completed their homework.
- Become actively involved in the homework activities.

### Marking and feedback to the child

It is important to keep teachers' workload at a manageable level. Teachers will therefore not necessarily formally mark every piece of homework and may give oral feedback or ask the parent to mark the work. Feedback can be delivered on either an independent or small group basis and can be either a written or verbal response, but should be as soon as possible after submission of the work, so that the children are encouraged by the response and are able to build upon their achievements.

### Communication with parents

A copy of a six to eight week curriculum plan for each year group will be issued. This will inform parents of the units of study being undertaken by their children, and enables parents and children to undertake additional work should they wish.

Homework will be given out and collected every week, and children in Lower, Middle and Upper Primary will record homework tasks in individual homework diaries.

Regular newsletters identifying homework tasks will be issued to parents of children in Kindergarten.

Feedback to parents may be made through comments written in the homework diaries. There will be a time to discuss homework during the regular parent/teacher consultations and a comment included in the end of term reports. If there are any immediate concerns, a meeting between the class teacher and parents can be arranged.

Parents may be asked to comment on how an assignment was carried out and on the level of difficulty of the task. Once again, this can be recorded in the homework diaries or at a meeting with the class teacher.

#### Monitoring & Evaluation

During staff meetings, the teaching team will sample homework / reading diaries and assignments every 6-8 weeks. These samples will be discussed with the individual teacher.