

مدرسة فينكس الخاصة

**The Phoenix**

P R I V A T E   S C H O O L

**School Handbook 2017 - 2018**

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## OUR SCHOOL

### Welcome from the Principal

Dear Parents and Students,

I am extremely proud and privileged to be the new Principal of this wonderful, welcoming school. I am looking forward to the journey in developing a new, modern feel while further embedding the fundamentals of the British Curriculum, standards and expectations. We continuously work on delivering the very best and innovative approaches, through a structured and broad British curriculum, encouraging creativity, curiosity and a passion for life-long learning for children from foundation to year 9.

The world that our children are living in now shows a vast difference from the world we grew up in many years ago. We are being immersed in a rapid growth in science and technology and information that had never been discovered before. Therefore, it is more important now than ever that we prepare our children to be analytical thinkers, proactive decision makers and upstanding, collaborative citizens, supporting and empowering them to thrive in their futures. I believe our children today are the leaders of tomorrow. It is our responsibility as teachers and parents alike to work together to make sure each and every child has the opportunity, support and confidence to succeed.

At Phoenix Private School, learning is an exciting, continuous journey. We know that pupils progress through their journey at different paces. Therefore, we work with each child in a holistic manner, ensuring that our teachers work collaboratively across the stages to provide the very best education standards and meet each and every individual child's needs. The teachers in our school understand that education is important, but what is equally important is the care, love and devotion we give to our children not only nourishing the mind, but also the heart. We believe that every child should be safe, happy and healthy in their educational environment as well as respected, giving responsibilities while including them in crucial decisions. Our restorative practice principles, child-centred learning and the power of pupil voice are some of the ways we reflect this.

I know the first day of school can be a daunting experience, not only for pupils but also for their families. At Phoenix Private School we understand that joining a new school can be emotional and we know the importance of being greeted with a smile. Making new friends and the feeling of belonging and support is crucial. Phoenix Private School is a small and friendly school in the heart of Doha. We fully believe our school is big enough to inspire yet small enough to care.

I invite you and your family to experience the joy I feel every day walking into the school by visiting our school yourself. Take time to walk around the campus to get a real sense of the excitement that resonates throughout the building, the buzz of the learning among the classrooms and the warm atmosphere that surrounds and flows through the school grounds. I believe you will recognise, just as I did, what makes Phoenix a great school for you and your child.

It is my pleasure to be here at Phoenix Private School, to be working alongside the children and with the parents, and leading the school this year and for many years to come to achieve greater successes.

Ms Mags Black  
**Principal**

## The Phoenix Private School Philosophy

Our philosophy is '**Achieving Together**', motivating our students to bring fulfil their maximum potential.

It is our belief that each student is a unique individual, that all students have potential and should be motivated by learning. We seek to create a challenging educational environment that encourages high expectations for success, whilst allowing for individual differences and learning styles. We aspire to be a visionary school in the State of Qatar that sets high standards for quality education and leads by example.

### Our Aim

At Phoenix Private School we encourage children to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

### Mission Statement

Our mission is to develop future leaders who are able to make positive changes throughout the world. We challenge today to create a better tomorrow.

### Values

- **P**erseverance
- **H**onesty
- **O**riginality
- **E**nrichment
- **N**urturing
- **I**nspiration
- **eX**cited to learn

### Student Contract

**In order to ensure that we all 'Achieve Together', it is *compulsory* that all students, parents and teachers sign the Student Contract and the Home-School Agreement.**

These are found in the first pages of the Student Planner. The Student Contract is a solemn promise from every student to always work to the best of their abilities, follow the school rules, respect other people and their property and take an active part in the community of PPS & Qatar.

The Home-School Agreement states that parents and teachers will take an active, supporting, role in the students' education. Encouraging students to follow rules, complete homework, meet regularly, share information (absences/grades etc). To generally work together to enable each student to reach their full potential.

## The Board of Governors

A key part of every school's leadership is to have a strong governing body. The same is true for PPS. Our governors ensure all standards are upheld according to the UK requirements and follow the Department of Education. handbook to do so. The governing team structure consists of the Chair of Governors, three member governors invited by the chair, two staff governors and finally two parent governors.

Each governor has a specialist area to focus:

- teaching and learning
- assessment and attainment
- curriculum and educational support
- business development
- behaviour and attendance
- communication and engagement
- community cohesion and school collaboration.

For further information about our governing body please refer to the school website [www.pps.sch.qa](http://www.pps.sch.qa) or email [reception@pps.sch.qa](mailto:reception@pps.sch.qa).

## The Leadership Team

**Principal** Ms. Mags Black

**Facilities Manager** Mr. Angelo

**Key Stage Leaders** Ms. Asma (KS1 + EYFS)

	Ms. Mona (KS2)	Ms. Dimple (KS3)
<b>Coordinators</b>	Ms. Ayesha (SENco) Ms. Steph (Head TA)	Ms. Josie (ASP) Ms. Sally (Admissions)

	Mr Mohammed Omar (Arabic, Islamic and Qatar History)	
	Mr. Gerard ( Assessment)	Ms. Mona (Read Write Inc.)
<b>Support</b>	Ms. Steph (Receptionist)	Ms. Malou (Admin Officer)
	Ms. Leevy (School Nurse)	Ms. Nenita (Librarian)
	Ms. Sunette (PA)	
	Mr. Ali (Accountant)	Mr. Indika (IT support)

## Student Induction

### Code of conduct

A co-operative relationship between students and staff will provide a positive learning environment for all. To help achieve this each student should aim to fulfill certain responsibilities:

- Demonstrate courtesy and respect for others, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Be well groomed and dressed appropriately.
- Obey all school and classroom rules.
- Respect the rights and privileges of all students, teachers and support staff.
- Respect the property of others, including school property and facilities.
- Co-operate with or assist the school staff in maintaining safety, order and discipline in the building, on the playground, in eating areas, on buses, and at school-sponsored activities.
- Give parents a copy of all notices, including discipline notices, promptly.
- Return papers requiring a parent signature promptly.

### Bullying

Bullying, hostile or abusive treatment, derogatory remarks, or acts of violence are met with an **absolute zero-tolerance** approach at the PPS.

Please see anti-Bullying policy on our website.

### Uniform

Students wear school uniform at all times whilst attending school and also during extracurricular activities off site. All uniform and associated items must be **clearly labelled with the student's full name**. All items of uniform that carry the school logo will be purchased from our recommended supplier. To see the uniform and contact details of our supplier, please see the PPS website. The school will not be held responsible for the loss of uniform or other clothing.

### School Uniform

Year Group	Age	Uniform	
Foundation 1 to Year 2	3-7	Boys	Girls
		White shirt with logo ( long or half sleeve) (Year 1 - 3)	White shirt with logo (long or half sleeve) (Year 1 – 3)
		Dark grey shorts/trousers	Dark grey skirt (shorts with skirt) OR Summer dress
		Neat black shoes/black socks	Neat black shoes/white socks or plain white leggings
		Dark grey sleeveless jumper/ cardigan with logo	Dark grey cardigan with logo
		School tie	School tie
		School bag	School bag
		Sun hat	Sun hat
		Maroon fleece Jacket	Maroon fleece jacket
Years 3 to Year 9	7-14	White shirt with logo ( long or half sleeve)	White shirt with logo ( long or half sleeve)
		Dark grey shorts/ trousers	Dark grey trousers
		Dark grey sleeveless jumper/ cardigan with logo	Dark grey skirt ( below knee length)
		Neat black shoes/ black socks	Dark grey cardigan with logo
		School tie	Neat black shoes/white socks
		Black branded blazer jacket	School tie
		Sun hat	Sun hat
		Maroon fleece Jacket	Black branded blazer jacket
			Maroon fleece Jacket
	School bag	School bag	
PE Uniform	All	Polo shirt (boys and girls) with logo	
		Polo shirt (boys and girls) with logo	
		Shorts/sports trousers (boys and girls) with logo	
		Sensible trainers/white sports socks	
		Water bottle/drinks bottle	
PLEASE NOTE- The previous years' uniform may still be worn for the remainder of this academic year (2017 -2018).			

## School dress and appearance

We expect all our students to come to school neatly groomed and smartly dressed in the correct and appropriate clothing.

If the Principal determines that a student violates the dress code, the student will be given an opportunity to correct the problem at school by changing clothes, or putting on another article of clothing (such as a jacket or sweater) to cover up or hide a dress code violation for that day. If the student is still not dressed correctly the next day, he or she will be sent home and not allowed to return until the situation is rectified.

### Footwear

Conventional black polished leather shoes, should be worn; no heels or sandals. Boots are not to be worn i.e. no footwear should be above the ankle. Shoes should be kept polished. Trainers are to be worn only for PE. Students with foot injuries must provide a certified doctor's note in order to attend school in alternative footwear; facilities will be made available in these circumstances for students to spend breaks inside school to protect their injury. Ankle socks should be worn as such and not tucked into the back of the shoe.



## Hair

All students should have conventional hairstyles. Long hair must be neat and tidy, tied back and kept off the face. For Health and Safety reasons the excessive use of wax or gel is not allowed. Any artificial change in hair colour should have a natural appearance. Students coming to school with extreme styles or colours such as red, purple or bleached, will be sent home and required to restore their hair to an acceptable colour.

### Hair ornaments

Hair ornaments should be functional, kept to a minimum and in a neutral colour or one in keeping with the uniform.

Head scarves (hijab) or other religious head coverings should be in neutral colours / in keeping with the school uniform (black, navy blue or white).

## Jewellery and Cosmetics



Students are permitted to wear stud earrings and a wristwatch. Rings, bracelets and necklaces are not permitted. Parents must ensure that any wristwatches worn in school are not extremely valuable, as the school will not be responsible for damage or loss.

Students are not allowed to wear makeup in school under any circumstance, if a student is seen to have makeup they will be asked to remove it. If the student repeatedly wears makeup then they will be sent home and the parents will have to attend a meeting with the Leadership team to ensure this will not continue.

All watches **must be removed** for P.E. and certain other activities as instructed by the teacher. Smart watches are not permitted in school.

## School Dress

### The following are not acceptable:

- Polo shirts which expose the midriff
- Trousers which sag below the top of the hip to allow undergarments to show
- Skirts above the knee
- Abayas cannot be worn during school times
- Clothing with holes or tears
- Hair that is dyed an unnatural colour (e.g. purple, blue, pink, green, yellow etc.)
- Extreme body piercing, such as nose rings and studs, eyebrow loops and studs, lip rings and studs, tongue piercing etc.
- Any items, including sweatshirts and book bags, which advertise alcohol, drugs, tobacco, the occult, or promote violence or violation of school rules, or are lewd, offensive, vulgar, contain obscene language, sexually explicit language or images, or that materially or substantially disrupts the learning environment
- Logos or other advertising/designs on sweatshirts
- Extremely tight fitting clothes, such as spandex, bicycle shorts or leggings
- Hats, caps, sweatbands or head covering inside the school building (excluding hijab)
- Hoods on sweatshirts or jackets inside the building
- Jewelry that may be considered as extremely valuable, overtly religious, gang related or is a safety hazard
- All make-up, including nail varnish.

## National Day Costume – Guidance for students

We encourage each student to fully embrace the National Day and proudly wear garments reflecting their home country. The day is a normal school day in terms of lessons and any clothing worn to school must always be suitable for the environment and must follow the idea of modesty and respect.

### The following guidance is for all members of the school community:

- National costumes / National dress should be worn correctly
- Students may choose to wear a sports team shirt from their home country – these must be NATIONAL team shirt and NOT from a club in that country
- No tight or figure hugging clothing or short skirts or shorts to be worn

- No weapons, including symbolic parts of a national costume, are allowed
- Long, loose fitting sleeves or long head garments will need to be secured for activities such as DT, Art or Science practicals. Please ensure you have suitable clothes to change in to for these lessons. Safety remains our paramount concern.
- All students have the option of wearing traditional Arabic National Dress
- The option to wear normal school uniform remains open to students who choose not to wear national costume – this applies to all events in school.

## Health and Safety at school

The school has the authority to administer disciplinary measures whenever the interest of the safety of the individual student, other students and staff or school building or property is involved.

The following disciplinary measures apply:

- During the regular school day and while the students are going to and from school on school transportation
- For certain offences committed within 200 meters of school property. i.e. smoking
- While the student is in attendance at any school-related activity, regardless of time or location
- During the break periods
- Once the student has been handed over to a parent/guardian or authorised adult then they assume full responsibility for the student and must ensure that the student is kept safe
- All students need to be collected, in person, from within the school by a responsible adult.

**The school has the right to search personal belongings whenever there is reasonable cause to believe there may be articles or materials prohibited by the school or the state of Qatar.**

## NO NUTS!

Phoenix employs a no nuts policy as some students are extremely allergic to nuts and products containing nuts.

## Equipment List

The following list is what we expect each pupil to have with them for EVERY lesson as well as a list of optional items. These items should be provided by the student.

### Compulsory Items

Primary	Prep
Blue, black and red ball point pens (Year 5-6)	Blue, black and red ball point pens
Pencils	USB flash drive (memory stick) clearly labelled with the student's name.
Eraser	Pencils
Pencil Sharpener	Eraser
Standard Calculator (Year 5-6)	Pencil Sharpener
Glue Stick	Scientific Calculator
30cm Ruler	Glue Stick
Colouring Pencils	30cm Ruler
Drinking Bottle	Colouring Pencils
Book Bag	1 large lever arch file with dividers for subjects.
Student Planner (will be purchased from school)	Geometry set including: Two compasses Protractor 15cm ruler 45° and 60°/30° set squares
	Drinking Bottle
	Book Bag
	Student Planner (will be purchased from school)

As part of our new interactive lessons there will be regular use of iPads. Students in Key Stage 2 and 3 are encouraged to bring their iPads, when requested to do so by their teachers, to use them during lessons. It is important to highlight that the iPad will be used to further enhance the learning experience and only when it is required and not throughout the lesson. The school will not take responsibility for the students' devices.

### Not allowed in school

Mobile phones, mp3 players, iPods, any electronic recording watches (e.g. smart watches), any Wi-Fi equipment, correction fluid. **Any of these items found will be confiscated until the end of the academic year.**

### Banned Items

The items listed below are **not allowed** at school.

- Alcohol
- Cigarettes or any related tobacco items
- Lighters and matches
- Spray cans and aerosols
- Laser pointers
- Chewing gum
- Chemicals of any description
- Non-prescription drugs or medication
- Glue (other than glue sticks)
- Soda drinks and energy drinks (Coca Cola, Red Bull etc.)
- Glass bottles
- Weapons of any description, either real or imitation
- Multimedia equipment and materials unless prior consent is given
- Illicit or illegal material of any description in any format
- Excessively valuable items.
- Pyrotechnics (fireworks)

If a student is found possessing any of these items they will be confiscated and, in certain circumstances, the student may be suspended from school as the items could present a danger to the individual or others or cause damage to the environment.

**Any confiscated items will be returned to parents if legally permitted at the end of the academic year.**

Note that this is not an exhaustive list. Any item deemed to be a danger to the individual, or others or the environment will be confiscated. If it is legally deemed necessary the school will contact the relevant authorities regarding illegal items; as a school we cannot deal with such matters discreetly.

### Mobile telephone

**Mobile phones and any type of recording devices (e.g. iWatches and smart watches) are not allowed in school under any circumstances.** Mobile phones may not be brought onto the premises. The school will not take custody of a mobile phone for the school day. Any mobiles found by a member of staff will be confiscated and returned by the principal directly to the parents. Pupils will always be given access to a school phone if deemed necessary. School office staff may contact parents for pupils if deemed necessary.

## **Homework**

### **What is the purpose of homework?**

- To consolidate, reinforce and extend skills and understanding.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners responsible for their own learning.

### **What is the role of the teacher?**

- To plan, set, mark and give feedback about homework.
- To be available to talk to parents and children about homework and inform them as necessary.

### **What is the role of the parents?**

- To ensure the child completes homework to high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.

### **What is the role of the child?**

- To put the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

### **What type of homework will my child get?**

#### **Reading:**

Children have a reading book that is changed every week. They will bring their reading books home every evening and the role of adults is to listen and support them. It is important to remind them to use different strategies to read new words. i.e, using their phonological knowledge to sound words out, blending, segmenting words, deciphering from the rest of the sentence and looking at the pictures, are ways in which the children can read an unknown word. It is also important that the parents discuss the book to check that the child has understood what they have read in order to develop the child's comprehension.

## **Spelling and High Frequency Words**

Up to 12 spelling words are given on a weekly basis to develop children's recognition and automaticity when reading and writing in the English language.

Children are given spelling words to build up their recognition of similar spelling patterns eg. ou, th, igh. They are also given a few high frequency sight words where there may be no pattern, or the letters in the word do not easily blend together. It is vital that children review these words regularly in order to develop their reading and spelling automaticity, in order to become more fluent and confident in using them across their learning.

Learning spelling does not always have to be learned by writing the words on a spelling worksheet. The spelling activity will change in order to make spelling more exciting. It is important that the parents also help by testing the child regularly on the current spelling words as well as the words from previous weeks.

## **Grammar**

A grammar worksheet may be sent home to help consolidate the grammar rules learned within the class that week. This grammar rule will have already been taught and the child should continue to practice using this rule on the work given. An important aspect of consolidating grammar is to be able to explain it and therefore parents should ask questions to deepen their child's understanding.

## **Maths**

Children will be given a piece of Maths homework to develop important numeracy skills or mathematical concepts. Teachers will sometimes send home resources to help with these, however it is encouraged that parents help children by providing them with mathematical equipment or posters as visual representation.

Your child can bring their Maths textbook home with them and even if they have finished their homework, they can use their textbook to revise previously learned materials. The parent could set them the task of explaining or reviewing a page the child has previously completed. This continuous revision will support their long-term memory and help them build and continue foundations before bridging them to the next topic.

## **Science / History / Geography**

Children may occasionally receive Science, History or Geography homework linked to the topic they are learning in class. This may be in the form of a worksheet, a poster, a formal verbal presentation or a practical activity.

### **My child is in EYFS. How does their homework differ from Primary?**

Children in EYFS (Foundation 1 and 2) receive homework, however these are optional tasks and not enforced. For children of this age, it is important that they receive plenty of opportunities to play and socialise with others. Role play, small world play and socialisation with others is important in building their vocabulary, confidence, social skills and imagination and extension work and additional homework will therefore not be given.

Children in EYFS may receive phonics activities to use at home in order to practice basic, phonological skills. This may incorporate letter sounds and some key spelling words, which will not exceed more than 5 words per week. The children may also receive numeracy work to develop their understanding of early number skills.

### **My child is in KS3. How does their homework differ from Primary?**

Students in KS3 have more responsibility within their subjects. KS3 students are given homework by their subject teachers and the quantity and frequency will vary depending on the units they are learning. Should students struggle with their homework they should approach their subject teacher for extra support.

### **How much time should be spent on homework?**

EYFS	Optional Homework – No more than 15 minutes every night
Key Stage 1	No more than 30 minutes every night
Key Stage 2	No more than 50 minutes every night
Key Stage 3	No more than 1 hour 15 minutes every night

### **Parents and Homework**

Parents are encouraged to help to guide children with their homework should they need it and give further explanation. It is important that the child completes the homework themselves and should be encouraged to work independently to complete the tasks set. Parents should not complete the homework for the children, even if the homework is found too difficult. If parents have any issues with homework they should raise their concerns with the class teacher initially or make an appointment to see the child's Key Stage Leader.

### **Will my child be given extra homework?**

Children, at times may be given additional homework. Children who take part in ASP, SEN or are on additional programmes to help them progress may sometimes be set extra homework to reinforce the work being done.

### **My child wants more homework! What do I do?**

There are many websites that offer fun and exciting extension tasks for children to develop their knowledge further in a fun way. They may not see this as learning or homework tasks as they are game based. This is a fantastic way to continue your child's learning at home.

Maths	English	Science
<a href="http://www.sumdog.com">www.sumdog.com</a> <a href="http://www.mathplayground.com">www.mathplayground.com</a> <a href="http://www.primarygames.com/math.php">www.primarygames.com/math.php</a> <a href="http://www.pbskids.org/games/math/">www.pbskids.org/games/math/</a> <a href="http://www.softschools.com">www.softschools.com</a> <a href="http://www.educationcity.com">www.educationcity.com</a> <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> <a href="http://www.coolmath.com">www.coolmath.com</a> <a href="http://www.education.com/games/math">www.education.com/games/math</a> <a href="http://www.mathletics.com">www.mathletics.com</a> *	<a href="http://www.readtheory.org">www.readtheory.org</a> <a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> <a href="http://www.educationcity.com">www.educationcity.com</a> <a href="http://www.learnenglishkids.britishcouncil.org/en/fun-games">www.learnenglishkids.britishcouncil.org/en/fun-games</a> <a href="http://www.funenglishgames.com/games.html">www.funenglishgames.com/games.html</a> <a href="http://www.grammaropolis.com">www.grammaropolis.com</a> <a href="http://www.education.com/games/grammar">www.education.com/games/grammar</a>	<a href="http://www.discoverykids.com">www.discoverykids.com</a> <a href="http://www.sciencenewsforstudents.org">www.sciencenewsforstudents.org</a> <a href="http://www.planet-science.com">www.planet-science.com</a> <a href="http://www.sciencekids.co.nz">www.sciencekids.co.nz</a>

\*Requires a subscription.

### **Will my child be given classwork to complete at home?**

This should not happen without speaking with the parents first. However, children who persistently do not complete their work in class will be asked to complete it during their lunch break with the teacher. The parents will be alerted to this.

### **Will the homework be marked?**

The homework will be checked and marked by the teacher. Where necessary feedback will be given in written or verbal form to the child. If homework is handed in late, the homework will not be marked.

### **What happens if my child does not hand in their homework?**

A homework record is kept by every teacher to track when homework is handed in, not handed in or is late. If homework is persistently not handed in, the class teacher will make the parent aware. The children's report card will reflect the overall effort level throughout the term. If for any reason children are unable to complete their homework, parents should provide the class teacher with a note in the child's planner or an email explaining why the homework has not been completed on the day the homework was due to be returned to school. This will help the teacher understand if the homework is not at the right level for the children or if that particular child needs more support.



## **Homework Tips for Parents**

- **Show an interest in your child's homework assignments.** Ask about the subjects and the work to be done.
- **Be a role model** -- take the opportunity to read a book or newspaper while your child studies. Reading together helps create a learning atmosphere.
- **Teach your child how to be organised.** Be sure he or she keeps a homework assignment book.
- **Eliminate as many distractions as possible during study time.**
- **Develop a strategy for dealing with homework.** Find a plan that works for your family and stick with it.
- **Try to relate the homework to your child's everyday life.** For instance, fractions and measurements can be learned as the child prepares a favourite food.
- **Encourage your child to establish a regular time to do homework.** Developing a schedule might help avoid procrastination.
- **Meet with your child's teacher** to discuss the nature of the approach to reading, spelling and other topics that your child is being taught.
- **Make sure your child has a specific place to do homework** that offers ample lighting, minimal noise and plenty of work space.
- **Praise your child** for successfully completing homework. Nothing builds self-esteem like praise from parents.

## **School Times and Expectations**

### **Timetable**

All students will be provided with a copy of their timetable electronically. The school day starts at 7:30 and ends at 12:30 for Early Years students and 13.30 for Primary and Prep students. After school clubs run for one hour from the time the student finishes school.

### **Break time**

During very hot weather students are allowed to stay indoors during break time. During the cooler months students will be expected to stay outside during breaks. We advise all students to bring a cap or hat to protect themselves from the sun. Students will be supervised at all times by staff on duty.

### **Attendance**

Students must **attend school regularly** to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. When a student is absent from class, a serious disruption of a student's learning and skills may result; therefore, students should make every effort to avoid unnecessary absences.

When a student is absent, a parent must call the school office on the morning of the absence. As time permits, the school will call parents of students reported absent to verify the authenticity of the absence and may ask for documentation to file for the absence.

Extensive absences (exceeding two consecutive days) require a note from a parent and a doctor if applicable. A note signed by the student, even with the parent's permission will not be accepted unless the student is 18 or older.

As a school it is expected that a student is present at a minimum of 95% of the time. If a student's attendance is below this amount a general enquiry will be made for the reason.

If a student's attendance drops below 90% a meeting between the Senior Leadership Team and the parents will be arranged to discuss this.

If a student is continually absent and this is proving detrimental to their education, the school reserves the right to withdraw that students' place. **Any student whose attendance is below 90% (as unauthorised absence) may be asked to repeat the year. Please visit the school website and download the attendance policy for detailed information.**

### **Arrival for Primary Students**

At the beginning of the school day, pupils in Year 1 upwards should be dropped off in Reception to make their own way into the Hall. The school gates will open at 7am. EYFS students will need to be taken directly to the class and handed over to the school member of staff between 7.15am and 7.30am.

It is important to arrive to school on time and no later than the registration time. Please ensure you leave in time taking account of the Doha traffic as this will not mitigate arriving regularly late. Lateness will also be taken into account at the end of the academic year and must not be below 90%; the same rules apply to lateness and if the lateness falls below 90% then a meeting will be called with the parent and school to discuss further. **Any student whose lateness is below 90% at the end of the year may be asked to repeat the year.**

### **Absences - leaving school after arrival**

If a student is not able to attend school on a particular day, a parent must call the school to notify the administration team (44420844) as soon as possible or email [admin@pps.sch.qa](mailto:admin@pps.sch.qa). A note signed by the student, even with the parent's permission will not be accepted. This will then be updated on the register. The number of days absent, whether authorised or unauthorised, is collated in the final report of the year.

PPS is committed to the safety of its students. Therefore, students are not allowed to leave the premises during the school day. Students must be officially signed out by an authorised person if they need to leave the premises during the school day which can be done by Administration Office. **A parent must not collect their child directly from the class room but must visit Administration Office who will sign the student out and collect them from class. Parents must wait in the reception area for Health and Safety reasons.**

Students who become ill at school and wish to go home must go to the school nurse for examination. In the event that the nurse determines that a student is ill enough to go home, the nurse will contact the student's parent or guardian.

Students who leave school at any time without parental permission and/or administrative approval shall be considered truant and will be subject to disciplinary action.

### Parent Teacher Association

The Parent Teacher Association is a voluntary group run by a group of parent volunteers. Its aim is to raise money to provide extras for the pupils, to enrich their time and experience at our school. As well as bringing the school, families and local community together.

The Parent Teacher Association leads a team of committed, supportive and hardworking helpers. They organise fundraising events, which take place at regular intervals during the year. This gives everybody the chance to take part with an activity they enjoy including fairs, quizzes, discos, treasure hunts and other events. Please see our most recent events on our school calendar.

#### **What is the money spent on?**

Over the last year, the money raised by events held has helped to contribute to many parts of the school from purchasing decorations and furniture to small resources. The money has also subsidised some of the school trips and each year group have given the

PTA a “wish list” of items that will benefit the children as well as practical items needed such as storage boxes, stationery etc.

### **How can I help?**

All help in whatever capacity is always gratefully received, as are new fundraising ideas and suggestions. Meetings are held at the school normally but the location can vary. The PTA have a Facebook page “PPS School PTA” which you are welcome to join. This keeps everyone up to date with events and when the meetings are held.

## **Day to Day at School**

### **Packed lunch**

Students are expected to bring a packed lunch to school. The student’s lunch should not be excessively large. A good benchmark is a quantity of food that the student could reasonably be expected to eat in ten minutes. The school operates a Healthy School policy and expects students to bring a healthy packed lunch.

Delivery of fast food is prohibited.

### **Plastic water bottles**

PPS is conscious of the number of disposable plastic drinking cups which students will use if they are made available. This is not only costly but damaging to the environment. Students therefore **MUST** supply their own **large** plastic drinking bottle which can be re-used. These bottles must be refilled during break time. Students will not be permitted to leave lessons to refill them.

### **Public displays of affection**

In all circumstances we must respect the culture of our host country. Older students must also remember that they are in the presence of some very young children at PPS.

It is not polite to give public displays of affection during school hours or anywhere publicly in Qatar. It is embarrassing for onlookers and disrespectful to the Islamic values.

In the event of this happening at school the students concerned will be spoken to and if it continues sanctions and disciplinary measure will apply.

### **Personal property**

Valuable personal items should not be brought to school. PPS discourages students from bringing items of value to school regardless of whether they are prohibited or not (i.e. expensive clothing or jewellery and large amounts of money).

**Students who choose to bring valuable items or cash to school must understand that the school cannot be held accountable for any of these types of items if they are damaged, lost or stolen.**

### **After-school activities**

We offer an extensive range of after-school clubs which students can join. Please be aware that pupils should only remain in school after 12:30pm (EYFS), 1:30pm (Primary and Prep) to participate in an activity supervised by a member of staff. Pupils must be picked up promptly at the end of the school day or their after school activity.

### **Visits by ex-students**

Ex-students who are either in Qatar or visiting Qatar for a holiday may wish to visit the school to say hello to ex-classmates and former teachers. Should this be the case, a request should be made to the Key Stage leader, at least 24 hours before the proposed visit, so that the arrangements can be made. Visits will normally be limited to the duration of the first break.

## **Behaviour Policy**

### **Aim of Policy**

In order to achieve a positive learning environment we need to ensure our students and staff know what is expected of them. Our behaviour policy is based on this belief, and to do so all staff at PPS must be consistent in their behaviour and in their reaction to students' behaviour.

In short, our policy is based on praise and recognition of positive behaviour and the principle of responsibility. All positive behaviour must be recognised and rewarded, even if the reward is a simple acknowledgment. Furthermore, all students must learn that they are responsible for the choices they make and that those choices have positive and negative consequences.

At the PPS, all staff members must be positive role models for our students. We must practice what we preach.

## Positive Reinforcement

Our philosophy is based on Respect, Integrity, Commitment, Community and English. Students are expected to behave with respect towards each other and others, with integrity in their conduct, with commitment to their learning, with a sense of community and interact with each other through English. Expectations cannot simply be held without education; we must teach our students what these principles mean and what positive behaviour is.

At the PPS we believe in teaching, acknowledging and reinforcing positive behaviour. This means:

- Students must be taught how to act. We cannot expect the child to act a certain way in a situation without having taught them at least once.
- Expectations met must be rewarded. Obviously, we cannot constantly reward students who do not run in the corridors or who do not raise their voice. However, positive behaviour that we as staff members recognise must be rewarded to the best of our ability.
- Positive reinforcements and encouragements must outnumber negative comments and punishments in every classroom. A simple way to ensure this is to follow a negative comment to a student with two positive reinforcements or encouragements in the classroom.

## Behaviour Management in the Early Years

The implementation of behavior management in the Early Years at The PPS is based on positive reinforcement. Children are praised for good behaviour which in turn motivates them to make an effort to stay on this path.

Good behaviour is modeled by the staff at all times and visual aids related to it are displayed on a working wall. Good behaviour is explained to the children, usually in the morning during carpet/check-in time. The meaning and importance of good behaviour and following the rules is revisited during the day, to help children understand and develop good behaviour habits.

if a child makes a poor choice and shows unwanted behaviour, they may be asked to sit on the thinking chair for a few minutes to allow them time to calm down and reflect on the desired behaviour expected at PPS.

Rewarding good behaviour includes:

- colourful stickers
- star of the Week (handed over by the Principal during assemblies)
- class toy (released home with a child for a weekend)
- positive behavior charts (behavior charts where a child can constantly improve, but will not drop for poor conduct)

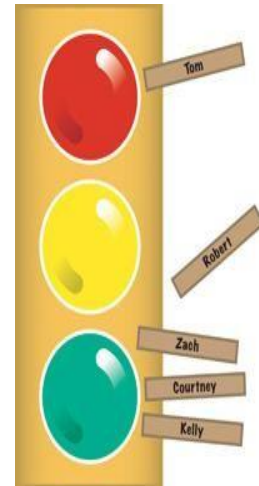
- teamwork activities where children collect happy faces for good practice while working in groups. The winners will be awarded with e.g. extra play time or priority of choice related to the tasks.

In case of persistent poor behaviour practice, class teacher will contact the parents in order to enable school-home cooperation, and notes regarding child's behavior will be made in their planner on a regular basis. We strongly believe that parent-teacher relationship is of paramount importance while educating your child, behavior management being part of our holistic approach to their development and progress.

## Key Stage 1 Behaviour Policy

### The 'Traffic Lights' scheme for rewards and sanctions.

- Children have to follow the class and school rules which will be created together by the class and their teacher and explained and taught by the class teacher.
- The daily 'Traffic Light' system and 'points' are important features of the approach.
- All classrooms in Key stage 1 have 3 traffic lights (green, red and yellow) as well two additional levels: awesome (silver) and outstanding (gold) displayed clearly and all children have their name label visible.
- Each class has Golden time for 30 minutes once a week. Golden time is a reward for good behaviour as well as points.



#### Rewards:

- At the end of each day, children who maintain good behaviour and stay on the green light will be rewarded 3 points.
- Children who perform beyond what is expected, will be accordingly placed in the other two levels (silver and gold) and will earn extra points.
- By the end of each week, the child with the highest number of points will be rewarded by the class teacher.

#### Sanctions:

- All children's names start each day on the green light of the traffic light display. If they fail to follow the golden rules they will first receive a verbal warning. With a second warning their names will be moved to the yellow light. A third warning will lead to the child's name being moved to the red light.
- As the day progresses children have the opportunity to show that they can improve their behaviour. If so, the class teacher must move them back to yellow or green light and they will be awarded one point.
- If at the end of the day a child remains on red they will then lose their opportunity to get any points on that day. This will be recorded on the child's class record

along with the poor behaviour demonstrated and parents will be notified via the child's planner and he or she will lose ten minutes of their golden time.

- If a child's name has been moved to RED three times or more in a single week, the child will also lose their golden time that week.
- If a child has been involved in a major incident (bullying, physical or verbal abuse, vandalism) an Incident Report Summary must be completed and the parents will be informed. The child's name may also be moved to red for the rest of the day.
- If the behaviour does not improve the child's parents or guardians will be notified and may be called in for a meeting depending on severity of the situation and /or put on a weekly report to track the behaviour.

## Key Stage 2 Behaviour Policy

### Recognising positive and undesirable actions

One way of awarding positive behaviour is through house points. Negative behaviour is met with warnings that can build up to sanctions.

Every classroom must have the following chart. This chart helps:

- Students to visualise their behaviour in class.
- Students to understand that their good and bad behaviour is recognised. There are no "bad" students only actions that have consequences.
- Teachers to keep track of their recognition of positive behaviour and use it to make sure positive outnumbers negative.
- Teachers to deal fairly with students.
- Teachers to not leave out quiet students who can be ignored.
- PPS have a consistent behaviour model across all classrooms.

Meaning of each category:

**Disruption** = A Warning - Students behaviour disrupts the lesson and/or another student's learning.

**Failure to submit HW** = A Sanction - Homework is not handed in **on time**.

**Being helpful** = 1 House Point. Student helps another student in their learning or in their behaviour by for example calming them down.

**Aiming higher** = 1 House Point. Students push themselves in their learning, attempt more difficult tasks or attempt to work out problems they have difficulty with.

**Taking risks** = 1 House Point. Student takes initiative and asks 'stupid' questions, questions a commonly held view, is critical in a way that teacher deems praiseworthy.



**Behaviour Table**

Disruption	Late to class	Failure to submit HW	Name	Being helpful	Aiming higher	Taking risks
		I	Sara	I	I	
	I		Becky	II		
I			Dimples	I	I	I
III			Ahmed		I	
II		I	Peter			IIII

*In the example above positive recognitions outnumber negative.*

### Warnings and Negative Behaviour Chart

Low level disruption:

- Talking off-task
- Distracting others
- Rudeness to others and members of staff
- Answering back

First warning: Noted on the behaviour chart and a reminder that student has chance to change their behaviour.

Second warning: Noted on the behaviour chart and a reminder to make the right choice.

Final warning: Noted on the behaviour chart and a reminder that repeated wrong choice in behaviour will lead to dealing with consequences.

Sanction written in planner: 10 minutes taken off lunch break that day. Student given slip during detention where they reflect on their choices. They must then see the teacher for whom they were given a sanction from to apologise and resolve. Slips stuck in planner for parent to see and sign off.

Three sanctions: Afterschool detention.

1 hour after school on Thursday.

If missed detention, completed on following Sunday.

Students complete slips and meets with key stage leader to discuss sanctions and how student will better their behaviour.

## Key Stage 3 Behaviour Policy

In order to achieve a positive learning environment, we need to ensure our students and staff know what is expected of them. Our behaviour policy is based on this belief, that all staff must be consistent in their behaviour and in their reaction to students' behaviour. Students also need to be empowered to continue to make positive choices and reflect on the consequences of their action, helping to build better learners and citizens of the community.

### Positive Reinforcement:

Students are expected to behave with respect towards each other with integrity in their conduct and with commitment towards better conduct and high achievement. Expectations cannot simply be held without education; we must teach our students what these principles mean and what positive behaviour is. Our policy is based on praise and recognition of positive behaviour and the principle of responsibility. All positive behaviour must be recognized and rewarded, even if the reward is a simple acknowledgment. Furthermore, all students must learn that they are responsible for the choices they make and that those choices have positive and negative consequences.

### Recognising positive and undesirable actions:

One way of awarding positive behaviour is through the 'going for gold' behaviour chart as shown below. Negative behaviour is met with warnings and consequences such as sanctions and eventually detentions. Positive behaviour is met with praise, encouragement, empowerment and reward.

Every classroom in Key Stage 3 must have the following chart. This chart helps:

- Students to visualize their behaviour in class.
- Students to understand that their good and bad behaviour is recognized. There are no "bad" students, only actions that have consequences.
- Teachers to keep track of their recognition of positive behaviour and use it to make sure positive outnumbers negative.
- Teachers to deal fairly with students.
- Teachers to not leave out quiet students who can be ignored.
- Have a consistent behaviour model across all classrooms.

### Restorative behaviour practice:

We believe it is our role to help students become better citizens in their communities. It is through reflection on their choices of action and impact on others that we can empower students and staff alike to make better choices and change. Punitive punishments for students such as sanctions and detentions are reserved for negative choices of actions that are persistent and/or harmful to others.

### Key Stage 3: Going for outstanding behaviour chart:

Each class room will have the following laminated chart on a wall. Every student will have a basic expectation to be ready to learn and based on their learning attitude, students could move up or down categories. Students will take ownership of this by writing their own name in the white spaces using a board marker. This will help students become more independent in their choices they are making and encourage more positive learning behaviour to occur. If by the end of the lesson the student has reached and maintained an 'outstanding' then they will receive a positive postcard and a positive point on iSAMS. Persistent positive behaviour will have a special mention on our Key Stage 3 newsletter so parents are notified.

**Outstanding!**

All pupil names on Outstanding receive a postcard home and a star on iSAMS.

**Well done!**

**Think about the choices you are making?**

**Serious Consequences!**

All pupil names on Serious Consequences receive a sanction note and a comment iSAMS.




## Warnings and Negative Behaviour consequences chart

Negative behaviour will follow the following consequences:


Low level disruption examples

- Talking off-task
- Distracting others
- Rudeness to others and members of staff
- Answering back


And other negative behaviour (*see examples of negative undesirable behaviour section*) will lead to...



First warning: Noted on the behaviour chart and a reminder to make the right choice



Persistent negative behaviour after warning: Sanction written in planner. Students meet with class teacher to discuss the issues that arose, how the student can make better choices and what they will intend to do to prevent negative behaviour from occurring.



**Dependent on the nature of negative behaviour by students** (*see section on negative and undesirable behaviour*) **and persistent negative behaviour (3 sanctions)** an afterschool detention will be set.

1 hour after school on Tuesday.

If the detention is missed it will be completed on following day.

Students complete slips and meets with key stage leader to discuss sanctions and how student will better their behaviour.

## Escalation of Offenses action chart

If behavioural strategies do not work, the Form Teacher and KSL will place the child on report. This is decided on a case by case basis but a child with 2 detentions within a term must be flagged for consideration to be on report. Final decision is made by Teacher and KSL. A child will only be on each report once. Example, Peter completes Amber report successfully. A few weeks later Peter reoffends and is now placed back on report. Peter has already been on Green and Amber report, so will be placed in the Inclusion Room.



## Classification of Negative Undesirable Behaviour

Consistency is key to creating a positive learning environment. All students will be treated fairly and equitably and any disciplinary measures will be based on a careful assessment and consideration of the circumstances by the teacher on a case by case basis.

The Behaviour Table in is to be filled in for each lesson. However, warnings and sanctions are no limited to the negative behaviours mentioned there.

The teacher's review will include, but is not limited, to the following factors:

- Seriousness of the offence.
- Self-defence.
- Intent or lack of intent at the time the student engaged in the conduct.
- A student's disciplinary history, but also the individual circumstances of events.
- A disability that substantially impairs the student's capacity to appreciate the wrongness of the student's conduct.

Different levels of misconduct have different weight. We call these Level 1, Level 2 and Level 3 misconducts.

### Level 1: General Misconduct will lead to warnings

Violations include but are not limited to the following:

- Failure to follow classroom or school rules.
- Refusing to obey staff directives, including arguing or talking back.
- Engaging in teasing, insults, name-calling, or put-downs against others.
- Violation of guidelines for mobile telephone phones.
- Violating safety rules.
- Violating dress code standards.
- Chewing gum.
- Loitering or being in an unauthorized area.

Violations at this level will be handled by the classroom teacher according to the procedures stated above. Warnings lead to sanctions and sanctions in turn lead to detentions. Teachers should also use other behavioural management strategies to help children and reinforce the PPS philosophies. Some of these can be:

- Verbal correction.
- Behaviour Slip.
- Telephone call or note to parent.
- Cooling-off time or "time-out".

- Seating changes with the classroom.
- Counselling by teachers, counsellors, or administrative personnel.
- Parent-teacher conferences.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioural contracts.
- Sending the student to the Head Teacher's or other assigned area.
- Detention with specific and relevant tasks.
- Assigned school duties other than class tasks.
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for membership in school-sponsored clubs or organizations.

## **Level 2: Significant Misconduct**

Violations include but are not limited to the following:

- Being repeatedly late to school or class, where lateness is avoidable.
- Disobeying school rules about conduct on school buses.
- Being truant, i.e. skipping school or cutting class without the teacher or parent's knowledge or permission.
- Engaging in any conduct that can cause injury to person or property.
- Engaging in conduct that is considered to be of a threatening nature, which includes, but is not limited to, verbal remarks, gestures, or other intimidating physical behaviours.
- Failing to disclose information, hiding/covering up info/evidence for one's self or others, telling a falsehood to an adult, or lying as a witness.
- Violating I.C.T. acceptable use policies, rules, or agreements.
- Leaving the classroom, school grounds, or school-sponsored events without permission.
- Scuffling, pushing and shoving or engaging in inappropriate physical contact.
- Significant or repeated violation of dress code standards that disrupts the learning environment.
- Using profanity, lewd or vulgar language, or obscene gestures.
- Engaging in verbal abuse or derogatory or offensive remarks addressed to other including ethnic, racial or religious remarks.
- Defacing or damaging school property – including textbooks, furniture and other equipment – with graffiti or by other means.
- Behaving in any way that disrupts the school environment or educational process.
- Possessing, smoking, or using tobacco products, matches or a lighter.
- Inappropriate use of an electronic device (including but not limited to cameras, mobile phones etc.)
- Engaging in bullying (to include electronic or cyber-bullying) behaviours, whether physical, emotional, or social.
- Engaging in repeated violations of Level 1 offenses.

Violations at this level will be referred to the Principal and parents. Consequences at this level may be a combination of those listed in Levels 1 and 2. Repeated violations shall result in a more severe response.

- Any applicable Level 1 consequences.
- Withdrawal or restriction of privileges.
- School-assessed and school-administered probation.
- Withdrawal or restriction of use of the internet and/or computer equipment.
- Detention.
- Community service within the school.
- Suspension from school (not to exceed three school days at one time).

### **Level 3: Serious Misconduct**

Violations include but are not limited to the following:

- Possessing ammunition and/or a weapon including but not limited to knives (including a pocketknife), razors, pellet gun, bb gun, or any other similar type of air powered weapon, martial arts objects, wooden weapons, or any other object used in a way that threatens or inflicts bodily injury to another person.
- Possessing, selling, using or giving alcohol or attending school under the influence of alcohol.
- Possessing/using/releasing/setting off any pyrotechnic device.
- Deliberately committing arson (starting fires) on or near the school premises.
- Repeated or significant bullying behaviour (including, but not limited to, harassment, making hit lists, or electronic or cyber-bullying).
- Sending messages with any electronic device that are abusive, obscene, sexually oriented, sexually explicit, threatening, harassing, or illegal.
- Serious fighting resulting in injuries to the second party.
- Distributing or misuse of non-prescription or over-the-counter drugs.
- Behaving in any way that seriously disrupts the school environment or educational process to the point that the student is removed from the classroom.
- Possessing pornographic materials, printed or electronic.
- Using mobile phones, cameras, MP3 players, iPods, computers etc. to record or distribute inappropriate photographs, video, audio, messages or conversations.
- Committing or assisting in a robbery, theft or burglary.
- Seriously damaging or vandalizing school property or the property of another student or school employee.
- Using school supplies (i.e. pencils, pens, scissors, etc.) or any other sharp item that could be used as a weapon, or used in a manner that threatens to inflict or actually inflicts bodily harm to another person.
- Engaging in repeated violations of Level 2 offenses.



- Possessing, using, giving, or selling drug paraphernalia (including but not limited to: roach clips, rolling papers, needles, baggies with residue, razor blades, pipes, etc.).
- Possessing, using, giving, or selling aerosol paints, fixative sprays, or inhalants.
- Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband.
- Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property.
- Deliberately tampering with a fire extinguisher or other health and safety equipment.

Violations at this level will be referred to the Principal, parents and may also be referred to outside legal authorities and agencies. Level 3 misconduct will lead to immediate suspension and can lead to **immediate and permanent expulsion**.

## Detention

Detentions may be issued to students for a variety of misdemeanours, most commonly after accumulating 3 sanctions.

Parents will be notified in advance of detention dates and times that go beyond the normal school hours. The school administrator will make appropriate arrangements with parents. Transportation will not be provided.

## Detention Slip

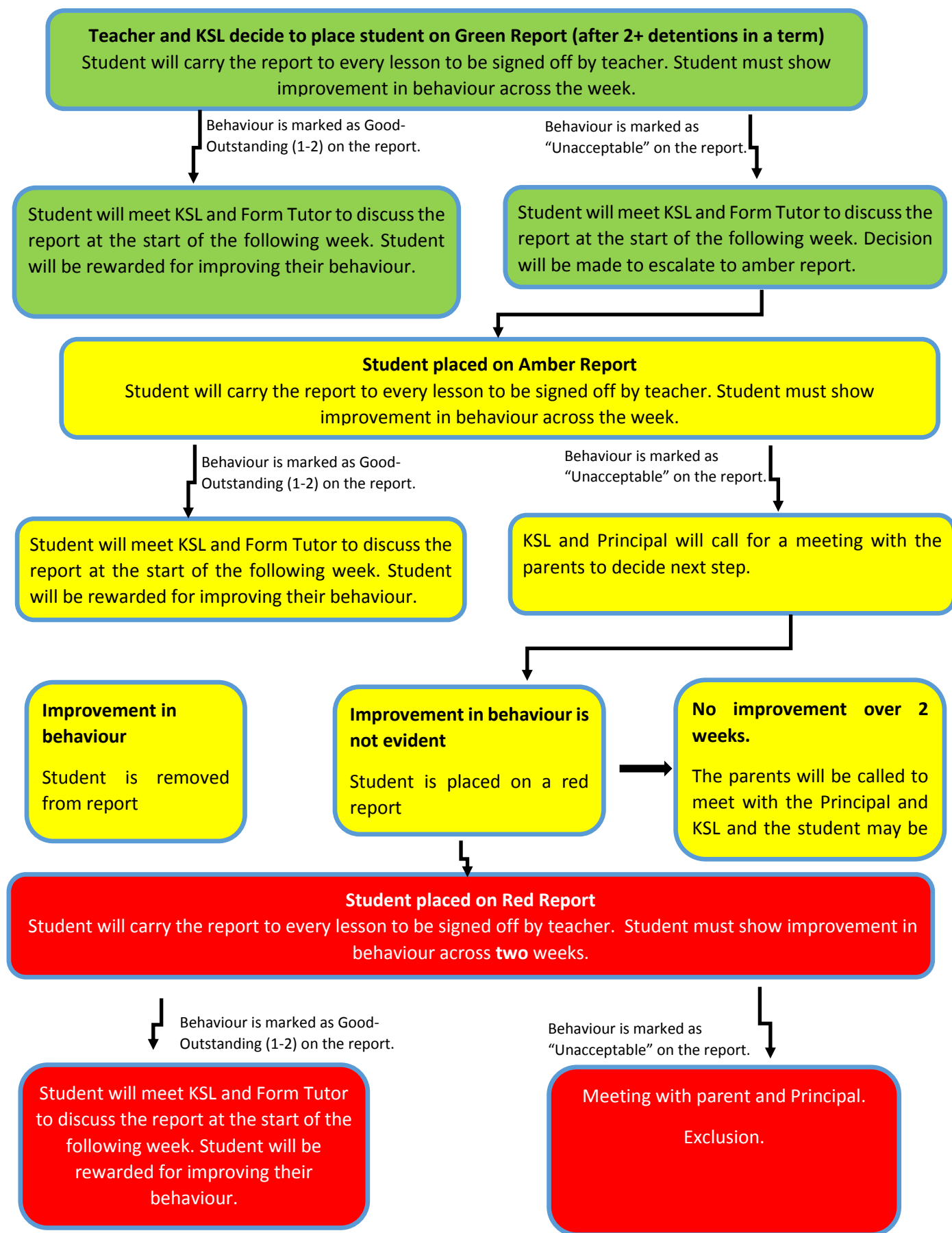
- In order to emphasise the importance and severity of sanctions a 10 minute detention is to be issued to every student on the day of their sanction.
- Detention slips are a means for students to reflect on their behavioural choices and also to resolve issues with the teacher
  - i. Students must reflect on why they got a sanction despite warnings
  - ii. Students must make a promise to change
  - iii. Students meet with teacher who gave a sanction to resolve issue so that they both can start afresh rather than carry negative attitudes to next lessons.
- Parents are able to see dialogue between parent and student in the planner and must sign it off so when a detention is set it comes as no surprise. Parents are able to see teachers dealing with students fairly.
- Escalation to Key stage Leader to remind student of seriousness of getting an after school detention.

# Detention Slip

Name: _____	
Date: _____	
The reason I was given a sanction was because I ..... ..... .....	
To ensure I do not get a sanction next time I promise to improve by ..... .....	
Student signature _____	Teacher signature _____
Parent signature _____	

## Report Card

If behavioural strategies do not work, and behaviour continues to be a major concern, the KSL will place the child on a report card. The report card is a strategy which allows the pupil, parents and all teachers to monitor the behaviour for every lesson. During this time the pupil is reminded and encouraged to improve their behaviour regularly and the teachers and the pupil to take time to reflect on the negative and positive aspects of the pupils behaviour during the lesson. If the behaviour continues to be a concern, a meeting will be called with the parents to discuss the next steps which may result in an exclusion (either in school or out of the school) or a permanent expulsion where the pupil’s place at Phoenix Private School is withdrawn.



## Classification of Negative Undesirable Behaviour

Consistency is key to creating a positive learning environment. All students will be treated fairly and equitably and any disciplinary measures will be based on a careful assessment and consideration of the circumstances by the teacher on a case by case basis.

The Behaviour Table in is to be filled in for each lesson. However, warnings and sanctions are not limited to the negative behaviours mentioned there.

The teacher's review will include, but is not limited, to the following factors:

- Seriousness of the offence
- Self-defense
- Intent or lack of intent at the time the student engaged in the conduct
- A student's disciplinary history, but also the individual circumstances of events
- A disability that substantially impairs the student's capacity to appreciate the wrongness of the student's conduct.

Different levels of misconduct have different weight. We call these level 1, level 2 and level 3 misconducts.

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Violations include but are not limited to the following:

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- Refusing to obey staff directives, including arguing or talking back
- Engaging in teasing, insults, name-calling, or put-downs against others
- Violation of guidelines for mobile telephone phones
- Violating safety rules
- Violating dress code standards
- Chewing gum
- Loitering or being in an unauthorised area.

Violations at this level will be handled by the classroom teacher according to the procedures stated above. Warnings lead to sanctions and sanctions in turn lead to detentions. Teachers should also use other behavioural management strategies to help children and reinforce the PPS philosophies. Some of these can be:

- Verbal correction.
- Behaviour slip.
- Telephone call or note to parent.
- Cooling-off time or "time-out".
- Seating changes with the classroom.
- Counselling by teachers, counsellors, or administrative personnel.

- Parent-teacher conferences.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioural contracts.
- Sending the student to the Head Teacher's or other assigned area.
- Detention with specific and relevant tasks.
- Assigned school duties other than class tasks.
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for membership in school-sponsored clubs or organisations.

## **Level 2: Significant Misconduct**

Violations include but are not limited to the following:

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- Disobeying school rules about conduct on school buses.
- Being truant, i.e. skipping school or cutting class without the teacher or parent's knowledge or permission.
- Engaging in any conduct that can cause injury to person or property.
- Engaging in conduct that is considered to be of a threatening nature, which includes, but is not limited to, verbal remarks, gestures, or other intimidating physical behaviour.
- Failing to disclose information, hiding/covering up info./evidence for one's self or others, telling a falsehood to an adult, or lying as a witness.
- Violating I.C.T. acceptable use policies, rules, or agreements.
- Leaving the classroom, school grounds, or school-sponsored events without permission.
- Scuffling, pushing and shoving or engaging in inappropriate physical contact.
- Significant or repeated violation of dress code standards that disrupts the learning environment.
- Using profanity, lewd or vulgar language, or obscene gestures.
- Engaging in verbal abuse or derogatory or offensive remarks addressed to other including ethnic, racial or religious remarks.
- Defacing or damaging school property – including textbooks, furniture and other equipment – with graffiti or by other means.
- Behaving in any way that disrupts the school environment or educational process
- Possessing, smoking, or using tobacco products, matches or a lighter.
- Inappropriate use of an electronic device (including but not limited to cameras, mobile phones etc.).
- Engaging in bullying (to include electronic or cyber-bullying) behaviours, whether physical, emotional, or social.
- Engaging in repeated violations of level 1 offenses.

Violations at this level will be referred to the Principal and parents. Consequences at this level may be a combination of those listed in levels 1 and 2. Repeated violations shall result in a more severe response.

- Any applicable Level 1 consequences.
- Withdrawal or restriction of privileges.
- School-assessed and school-administered probation.
- Withdrawal or restriction of use of the internet and/or computer equipment.
- Detention.
- Community service within the school.
- Suspension from school (not to exceed three school days at one time).

### **Level 3: Serious Misconduct**

Violations include but are not limited to the following:

- Possessing ammunition and/or a weapon including but not limited to knives (including a pocketknife), razors, pellet gun, bb gun, or any other similar type of air powered weapon, martial arts objects, wooden weapons, or any other object used in a way that threatens or inflicts bodily injury to another person.
- Possessing, selling, using or giving alcohol or attending school under the influence of alcohol.
- Possessing/using/releasing/setting off any pyrotechnic device.
- Deliberately committing arson (starting fires) on or near the school premises.
- Repeated or significant bullying behaviour (including, but not limited to, harassment, making hit lists, or electronic or cyber-bullying).
- Sending messages with any electronic device which are abusive, obscene, explicit, threatening, harassing, or illegal.
- Serious fighting resulting in injuries to the second party.
- Distributing or misuse of non-prescription or over-the-counter drugs
- Behaving in any way that seriously disrupts the school environment or educational process to the point that the student is removed from the classroom.
- Possessing illegal materials, printed or electronic.
- Using mobile phones, cameras, MP3 players, iPods, computers etc. to record or distribute inappropriate photographs, video, audio, messages or conversations.
- Committing or assisting in a robbery, theft or burglary.
- Seriously damaging or vandalising school property or the property of another student or school employee.
- Using school supplies (i.e. pencils, pens, scissors, etc.) or any other sharp item that could be used as a weapon, or used in a manner that threatens to inflict or actually inflicts bodily harm to another person.
- Engaging in repeated violations of level 2 offenses.

- Possessing, using, giving, or selling drug paraphernalia (including but not limited to: roach clips, rolling papers, needles, baggies with residue, razor blades, pipes, etc.).
- Possessing, using, giving, or selling aerosol paints, fixative sprays, or inhalants.
- Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband.
- Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property.
- Deliberately tampering with a fire extinguisher or other health and safety equipment.

**Violations at this level will be referred to the Principal, parents and may also be referred to outside legal authorities and agencies. Level 3 misconduct will lead to immediate suspension and can lead to immediate and permanent expulsion.**

### **Detention**

Detentions may be issued to students for a variety of misdemeanours, most commonly after accumulating 3 sanctions. This will be for an hour after school.

Parents will be notified in advance of detention dates and times that go beyond the normal school hours. The school administrator will make appropriate arrangements with parents. Transportation will not be provided.

### **Incident Report Sheet (IRS)**

Any issues arising at PPS will be recorded by Teachers on an Incident Report Sheet and handed to the Senior Leadership Team (SLT). This will have the details of the misdemeanour and any action taken. Sanctions are issued for inappropriate or undesirable behaviour and actions. These may result in an IRS at the Teachers discretion. The Incident Report Sheet will be held on the student's file for the duration of their time at PPS.

### **Bullying & Harassment**

Bullying, hostile or abusive treatment, derogatory remarks, or acts of violence are met with an **absolute zero-tolerance** approach at PPS.

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Students and employees are expected to operate in an environment of mutual respect and courtesy. Students should avoid any behaviours known to be offensive to other students or adults.

Students shall not engage in harassment motivated by race, colour, gender, national origin, disability, or religion, directed toward another student. This applies whether the conduct is by word, gesture, or any other inappropriate action.

The term “harassment” includes repeated, unwelcome, and offensive slurs, jokes, or other verbal, written, graphic, or physical conduct relating to an individual’s appearance, race, colour, gender, national origin, disability, or religion that creates an intimidating, hostile, or offensive educational environment.

Harassment also includes threatening to cause harm or bodily injury to another student, engaging in intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint or maliciously taking any action that substantially harms another student’s physical or emotional health or safety.

Students who witness bullying or feel that they are being bullied should follow these steps:

1. Tell the person who is bullying to STOP and explain why.  
*Example* Stop what you’re doing because you are hurting my/his feelings.
2. If you can’t do step 1, or if step 1 fails to stop the person bullying, tell a friend to tell the person to STOP on your behalf.
3. If steps 1 and 2 fail, tell a teacher or staff member about the bullying.

A substantiated complaint against a student will result in appropriate disciplinary action.



## 8 steps to stop and prevent bullying

1. Pay attention. There are many warning signs that may point to a bullying problem, such as unexplained injuries, lost or destroyed personal items, changes in eating habits, and avoidance of school or other social situations. However, every student may not exhibit warning signs, or may go to great lengths to hide it. Engage students on a daily basis and ask open-ended questions that encourage conversation.
2. Don't ignore it. Different students have different levels of coping; what may be considered teasing to one may be humiliating and devastating to another. Whenever a student feels threatened in any way, take it seriously, and assure the student that you are there for them and will help.
3. When you see something — do something. Intervene as soon as you even think there may be a problem between students. Don't brush it off as "kids are just being kids. They'll get over it." Some never do, and it affects them for a lifetime. All questionable behaviour should be addressed immediately to keep a situation from escalating.
4. Remain calm. When you intervene, refuse to argue with either student. Model the respectful behaviour you expect from the students. First make sure everyone is safe and that no one needs immediate medical attention. Reassure the students involved, as well as the bystanders. Explain to them what needs to happen next — bystanders go on to their expected destination while the students involved should be taken separately to a safe place.
5. Deal with students individually. Don't attempt to sort out the facts while everyone is present, don't allow the students involved to talk with one another, and don't ask bystanders to tell what they saw in front of others. Instead, talk with the individuals involved — including bystanders — on a one-on-one basis. This way, everyone will be able to tell their side of the story without worrying about what others may think or say.
6. Don't make the students involved apologise and/or shake hands on the spot. Label the behaviour as bullying. Explain that you take this type of behaviour very seriously and that you plan to get to the bottom of it before you determine what should be done next and any resulting consequences based on your school's anti-bullying policy.
7. Hold bystanders accountable. Bystanders provide bullies an audience, and often actually encourage bullying. Explain that this type of behaviour is wrong, will not be tolerated. Identify yourself as a caring adult that they can always approach if they are being bullied and/or see or suspect bullying.
8. Listen and don't pre-judge. It is very possible that the person you suspect to be the bully may actually be a bullied student retaliating or a "bully's" cry for help. It may also be the result of an undiagnosed medical, emotional or psychological issue. Listen to each child with an open mind.

## Fighting

Violence and inappropriate physical contact will not be tolerated under any circumstances on school property or while attending a school-sponsored or school-related event either on or off school property.

If an individual is physically confronted by another student, they should avoid striking back and find an adult that can handle the situation. Regardless of who starts a fight, if both students participate, both students will be disciplined accordingly. A claim of self-defence is not a justification on its own to avoid disciplinary action, although all circumstances will be taken into consideration when deciding disciplinary action.

## Damage to school property

School facilities and resources represent a substantial financial commitment. To ensure that school facilities are available for students, both this year and in the coming years, littering, graffiti, defacing, or damaging school property, including textbooks and library books, will **not be tolerated**.

Students will be required to **pay for damages** they cause and will be subject to disciplinary consequences.

## ICT & School Property

### I.C.T. Acceptable Use Policy

Use of technology resources at Phoenix Private School is a privilege, not a right and each student is responsible for her/his use of technology, whether personal or owned by the school.

Students are responsible for using technology resources in a manner that supports the educational mission of the school. Regardless of the system used, there are expectations that must be followed by those who utilise these resources.

The following guidelines will apply to all users of the school's electronic information and communications systems. All system activities, including, but not limited to password-protected systems may be monitored as deemed appropriate to ensure proper use of the system.

**Disciplinary action may be taken for unacceptable use of technology resources including but not limited to the network or the Internet.**

The final decision regarding whether any given use of the network or the Internet is acceptable or unacceptable lies with the Principal or designee in consultation with the I.T. Officer or another entity or party designated by the Principal.

### Acceptable Use

All school technology resources, including but not limited to school computers and laptops, communications systems and the Internet, must be used in support of education and academic research and must be used in a manner consistent with the educational mission and objectives of PPS.

Electronic communications between employees and students, both inside and outside the school's network, will be limited to school-related business or matters that fall within the scope of the employee's professional responsibilities.

Abuse of the ICT system will result in immediate withdrawal of technology resources and other disciplinary procedures.

#### **Activities that are permitted and encouraged include:**

- School work.
- Original creation and presentation of academic work.
- Research on topics being studied in school.
- Dictionary/ definition work
- Translation activities

### Unacceptable Use

Students will not distribute personal information, pictures or videos of themselves or others by means of the electronic communications system other than as needed to conduct school operations. The use of another person's user I.D and/or password is strictly prohibited.

- The individual in whose name a system account is issued will be responsible at all times for its proper use.
- All users of Phoenix Private School are expected to abide by the generally accepted rules of network and Internet etiquette.

#### **DO NOT:**

- Access social networking or chat room sites such as Facebook.
- Connect any electronic device to a computer without the approval and authorisation of a teacher or the I.T. Officer.

- Open any file or attachment from an unknown source which is suspicious, unexpected or of an unknown nature.
- Change settings including backgrounds and screen savers.
- Save work directly onto the school's computer. All work must be saved to the students own USB stick or School Cloud or equivalent.
- Download or play interactive web games or access streaming media not directly related to an approved PPS curriculum
- Participate in real-time discussions on the Internet (e.g. Messenger)
- Browse the Internet without a curriculum objective.
- Print anything unless given prior permission by a teacher.
- Attempt to disable or bypass the school's Internet filtering system or other security systems.
- Use an electronic device or computer to access, store, send, receive, or post on the Internet anything that is inappropriate or is harmful to an individual or groups or in violation of school regulations or the laws of the State of Qatar.

This includes, but is not limited to:

- Copyrighted material
- Threatening, harassing, bullying or racist material
- Any material that is likely to disrupt the learning environment
- Material that is lewd, vulgar, sexually suggestive, obscene or pornographic
- Material that contains profanity
- Material that violates or promotes the violation of school rules
- Material that violates school policies prohibiting harassment and bullying.

**Remember:** Report to a member of staff if you are sent items which fall into these categories or which worry you. **DO NOT** delete these files because they can be used to trace where they came from.

### Dealing with breaches of the ICT use policy

Misuse of the device will be dealt with using the principles set out in the School Behaviour Policy, with the response being proportionate to the severity of the misuse.

If a teacher suspects that a device has been misused in any way, they have the right to confiscate the device and hand it to a senior member of staff. If staff do so, content on the device (e.g. messages, emails, pictures, videos, sound files) will be shown to a senior teacher. The Principal, or a designated staff member, have the right to view files stored in a device.

A record will include the time of check, who was present and what was found.

## ICT Sanctions

The range of sanctions can be applied for unacceptable use is as follows:

Level	Transgression	Sanction Available
1	<ul style="list-style-type: none"> <li>Device visible or audible to staff (rings / beeps) during the school day except when in acceptable use.</li> </ul>	<ul style="list-style-type: none"> <li><b>Confiscation of device. It will be handed to a Senior Leader to place in a secure store. The parents of student can collect this from the Principal or Key Stage Leader.</b></li> </ul>
2	<ul style="list-style-type: none"> <li>Using a device in lesson when not authorised by the teacher. Unacceptable use in lessons.</li> <li>Using a device to ask parents / drivers to pick up during the school day without the permission of a member of staff.</li> <li>Using a device in school outside of designated areas and / or designated times.</li> <li>Repeated level 1 misdemeanours</li> </ul>	<ul style="list-style-type: none"> <li>As level 1 plus an after school detention</li> <li>Withdrawal of the privilege of using the device in school</li> <li>Could be level 3 depending on the seriousness</li> </ul>
3	<ul style="list-style-type: none"> <li>Refusal to hand a device to a member of staff when requested. Refusal to turn off a device at the request of a member of staff.</li> <li>Photographing / filming staff and / or students without their permission.</li> <li>Taking inappropriate images of staff and / or students.</li> <li>Repeated level 2 misdemeanours.</li> </ul>	<ul style="list-style-type: none"> <li>As level 1 plus a sanction ranging from an after school detention to an internal suspension depending upon the nature of the incident.</li> <li>Could be level 4 depending on the seriousness.</li> </ul>
4	<ul style="list-style-type: none"> <li>Uploading / circulating of images taken in school of student and / or staff without their permission and / or which would bring the school in disrepute.</li> </ul>	<ul style="list-style-type: none"> <li>As level 3 but external suspension is available</li> <li>Could be level 5 depending on the seriousness.</li> </ul>

	<ul style="list-style-type: none"> <li>• Photographing / filming in bathrooms, swimming pools, changing rooms and similar areas.</li> <li>• Refusal to show the content on a device to a senior member of staff when requested if the member of staff feels it is a Health &amp; Safety or Safeguarding concern.</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Bullying, harassing or intimidating by the use of text, email or multimedia messaging.</li> <li>• Sending inappropriate messages or posts to social networking or blogging sites.</li> <li>• Posting video / images of staff taken in school on social media which bring the school in to disrepute. Extension of level 4.</li> <li>• Repeated level 4 misdemeanours.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external suspension.</li> <li>• (Expulsion would be considered in extreme cases or withdrawal for the next academic year).</li> </ul>

## Curriculum

The PPS follows the UK New National Curriculum. This was developed by The Department for Education in the UK. Their vision is for a highly educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances. The New National Curriculum promotes depth of knowledge and mastery.

### Principle aims and purposes of the New National Curriculum.

There are two principle aims set out in the National Curriculum documentation:

- ***Aim 1:*** *The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.*
  - The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils.
  - It should build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively.

- It should equip them with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally.
  - The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.
  - It should encourage pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas.
  - By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better.
  - It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.
  - It should also develop their physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.
- ***Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life (In compliance with Ministry for Education policy).***
- The school curriculum should promote pupils' spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong (see **additional school curriculum** details below)
  - It should develop a deep understanding in their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
  - The school curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society.
  - It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping.

- It should develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.
- It should also equip pupils as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights.
- The school curriculum should promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- It should develop their ability to relate to others and work for the common good.
- It should enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.
- It should prepare pupils for the next steps in their education, training and employment and equip them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

### Additional School curriculum

In accordance with Ministry of Education policy PPS will actively promote the Islamic Faith and Qatari cultural identity and values.

This will be achieved by providing:

- Qatar History - one hour per week for all students.
- Arabic language - two/three hours per week for Qatari students.
- Islamic Studies - two hours a week for Qatari students.

In order to keep up-to-date with the latest educational developments in the UK, PPS has adopted the 2014 National Curriculum. This is the most current syllabus and involves some new developments and new methods in the teaching of core subjects including English and Maths.





Read Write Inc.



PPS is the only specialist in Read Write Inc in Doha with yearly training given by the Ruth Miskins team from the UK. The students learn to read and write using their phonetic knowledge of sounds. The core purpose is to teach every child to read and to keep them reading. Readers have access to new words, new worlds and new ideas. They build an extensive vocabulary and gain new knowledge every day for themselves. Children who read a lot do well at school whatever their background. The Read Write Inc. Phonics, is now the market leader in teaching children to read and is used by over a quarter of UK primary schools. It grew out of Ruth Miskin's work and provides a consistent whole-school approach to teaching reading, writing and spelling. Continuous progress through the teaching programme, rigorous assessment, tracking and monitoring ensures that our school can support the progress for every child.

*The Phoenix Private School is the **first** international school to receive the Ruth Miskin Training Badge for teaching Read Write. It is currently a case study used by the Ruth Miskin team for international schools.*



Ruth Miskin Badge



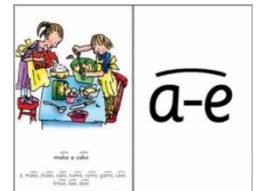
Read Write Newsletter

ruthmiskin.com

The Read Write Inc programme starts in EYFS. Students are introduced to Set 1 sounds. Each sound is linked to a visual image that aids students in recognising the sound. Once the student has learned the first 5 sounds, the student is then taught how to blend those sounds to make simple CVC words and spell them using engaging, fun activities and techniques. Fred the frog is a character used by this programme to aid students.



Once the student is capable of blending Set 1 sounds, they then move onto story books. Story books provide a complete literacy substitute for students at this age as well as skill appropriate reading material. Story books come with a workbook, together they are used to develop student's vocabulary, teach them how to construct proper sentences, use appropriate punctuation and compose short pieces of writing. Students are regularly assessed and regrouped as they learn more sounds (Set 2 and Set 3 sounds such as ay, ou, tion, igh, etc.) and become capable of reading more complex words based on a word, feeling or thought.



Things you need to know:

Sounds should be pronounced properly (visit the parent portal at [ruthmiskin.com](http://ruthmiskin.com))

Green words are words that can be read and written using phonetic knowledge and are phonetically correct e.g. cat, dog, blanket, basket, etc.

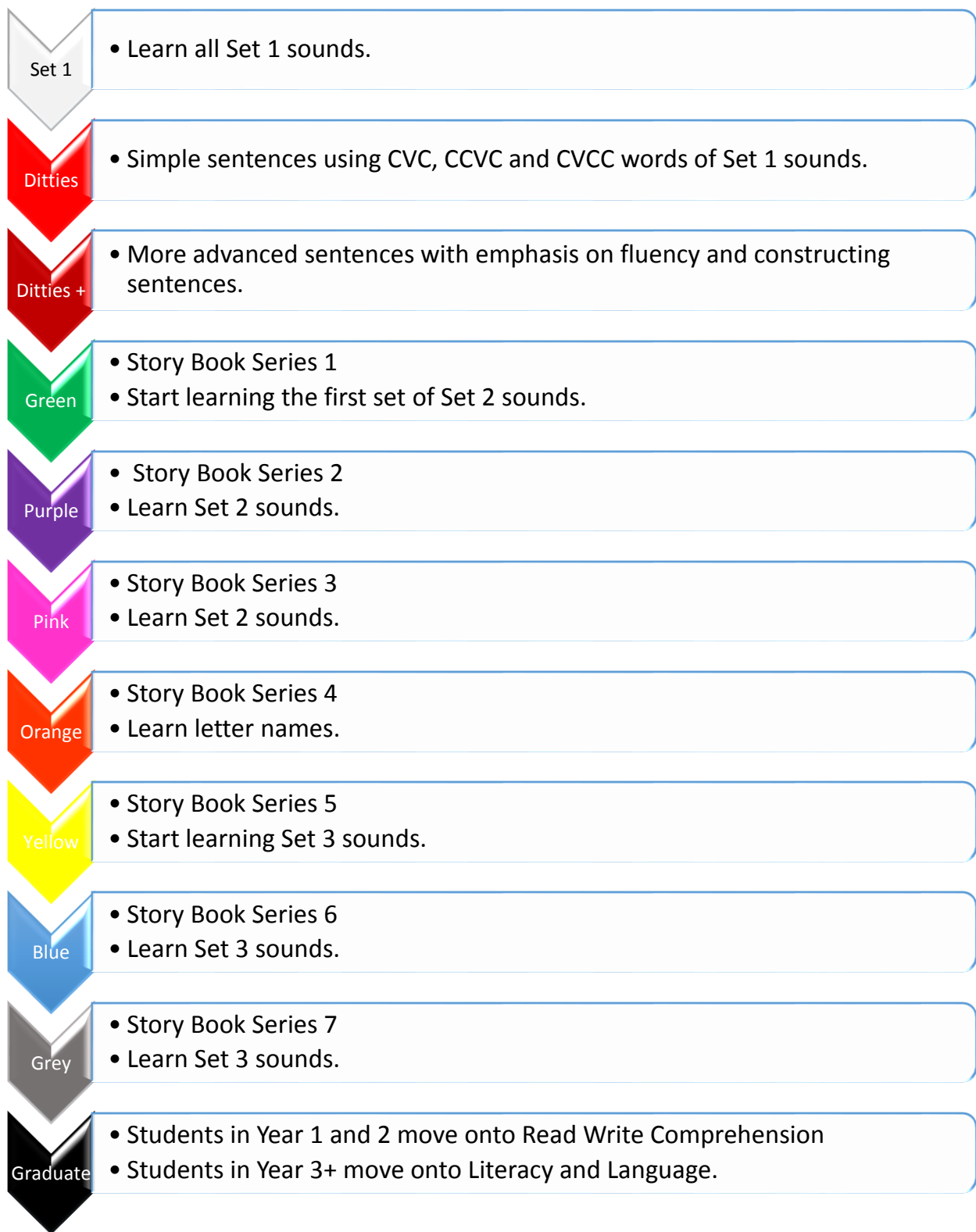
Red words are common words that are phonetically incorrect e.g. said. The 'ai' sound in said is pronounced like 'e' from elephant although it should sound like 'ai' from rain. Practicing reading and spelling those words with your child will improve both their reading and writing skills.

After your child has learned and explored the story and vocabulary and learned to read the story with fluency and intonation, your child will get a copy of the book to read to you at home. Please follow the instructions on how to support your child and make this a great experience for both children and parents.

One-to-one tutoring is provided to support students and help them to keep up with their age group.



Students' progress through Read Write Story Books as follows:



1. Year 5 and 6 students follow more age appropriate Fresh Start programme modules (also part of the Read and Write Inc. programme).
2. Students that graduate from Read Write Inc are then moved onto the Literacy and Language programme also offered by Ruth Miskin.

PPS is keen to develop and improve the students' skills and has therefore provided all staff members with the official Read Write Training from the Ruth Miskin Team in June 2017. The school regularly books development days with the Ruth Miskin Team and our trainer visits the school and works with the team to provide the best experience for our students.

We have received enquiries and were visited by other schools in Qatar and the Middle-East that are interested in adopting the programme and would like to know more about how it runs.

We are very proud to be pioneers in the international world and will always thrive to provide the best education for our students.

Please visit the parent portal at [www.ruthmiskin.com](http://www.ruthmiskin.com) for more information and guidance videos on how to support your child at home.



Mona Abou Shousha  
Read Write Leader



What are children capable of achieving in Mathematics? In schools which deliver the UK National Curriculum we are seeing roughly one fifth of children fall below national expectations by the end of their primary school, with twice as many behind at the age of sixteen.

The mastery approach is driven by a commitment to transform achievement. Whilst every small improvement in understanding for every child merits celebration and can be transformative for that individual, the mastery approach is not just about slightly increasing the proportions who meet and exceed existing national expectations. It is driven by a determination to dramatically shift national expectations themselves, and ensure that every single child meets them, and that many excel.

At primary school, a deep understanding is achieved through covering fewer topics in greater depth. Pupils master concepts rather than learning procedures by rote. There are three key features of the Mastery primary programme that deliver pupils with a deep understanding of mathematics.

### **When did it change?**

In October 2014 Mastery approaches to mathematics and the new national curriculum 'Mastery' in high performing countries. The content and principles underpinning the 2014 mathematics curriculum reflect those found in high performing education systems internationally, particularly those of east and south-east Asian countries such as Singapore, Japan, South Korea and China. The OECD suggests that by age 15 students from these countries are on average up to three years ahead in maths compared to 15 year olds in England. What underpins this success is the far higher proportion of pupils reaching a high standard and the relatively small gaps in attainment between pupils in comparison to England.

Though there are many differences between the education systems of England and those of east and south-east Asia, we can learn from the 'mastery' approach to teaching commonly followed in these countries. Certain principles and features characterise this approach:

- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.



- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

### **What is a Mastery Curriculum?**

- A mastery curriculum can be contrasted with other approaches, such as a spiral curriculum which requires pupils to move through the curriculum at a pre-determined pace, often changing units after four weeks or half a term because it is time to move on, rather than because the students have understood the content contained within the module.
- A mastery curriculum breaks the key knowledge relating to each subject area into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Students must demonstrate a high level of success on tests. Typically, about 80% of students are expected to have mastered the threshold concepts before progressing to new content. Retention of this knowledge is then assessed in future testing and gaps which emerge are addressed.
- When using a mastery curriculum, teachers seek to avoid unnecessary repetition across years by regularly assessing knowledge and skills. Those students who do not reach the required level are provided with additional support, peer support, small group discussions, or homework so that they can reach the expected level. Students who arrive at a school with more advanced levels of knowledge or who acquire the knowledge covered within a unit more rapidly are required to apply the relevant knowledge in more challenging tasks which demand higher order thinking skills or work on similar tasks using a broader range of knowledge.
- The mastery curriculum which we are implementing in lower Primary will subsequently be rolled out throughout the School will not only draw upon these principles, but also on the developments in our understanding of cognitive science and its implications for classroom practice.

### **The Approach**

The intention of these approaches is to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – ‘mastery’ – in mathematics, rather than many failing to develop the maths skills they need for the future.

#### **Objects and pictures:**

Children use concrete manipulatives (objects) and pictorial representations (pictures), before moving to abstract symbols (numbers and signs).

## **Language development:**

The way that children speak and write about mathematics has been shown to have an impact on their success. We will use a carefully sequenced, structured approach to introduce and reinforce mathematical vocabulary. Every lesson includes opportunities for children to explain or justify their mathematical reasoning.

## **Problem solving:**

Mathematical problem solving is at the heart of our approach – it is both how children learn maths, and the reason why they learn maths. By accumulating knowledge of mathematics concepts, children can develop and test their problem solving in every lesson.

None of these are rocket science, but the challenge is to ensure they integrate into every lesson and are applied systematically throughout. Transitioning to fewer topics can feel like slowing down, but by adopting to a cumulative approach, pupils continually build on the knowledge they have already mastered, focusing heavily on solving problems to deepen and reinforce their understanding.

## **Key features of the mastery approach**

### **Curriculum design**

A detailed, structured curriculum is mapped out across all phases, ensuring continuity and supporting transition. Effective mastery curricula in mathematics are designed in relatively small carefully sequenced steps, which must each be mastered before pupils move to the next stage. Fundamental skills and knowledge are secured first. This often entails focusing on curriculum content in considerable depth at early stages.

### **Teaching resources**

A coherent programme of high quality curriculum materials is used to support classroom teaching. Concrete and pictorial representations of mathematics are chosen carefully to help build procedural and conceptual knowledge together. Exercises are structured with great care to build deep conceptual knowledge alongside developing procedural fluency.

The focus is on the development of deep structural knowledge and the ability to make connections. Making connections in mathematics deepens knowledge of concepts and procedures, ensures what is learnt is sustained over time, and cuts down the time required to assimilate and master later concepts and techniques. One medium for coherent curriculum materials is high quality textbooks. These have the additional advantage that pupils also use them to return to topics studied, for consolidation and for revision. They represent an important link between school and home.

## **Lesson design**

Lessons are crafted with similar care and are often perfected over time with input from other teachers, drawing on evidence from observations of pupils in class. Lesson designs set out in detail well-tested methods to teach a given mathematical topic. They include a variety of representations needed to introduce and explore a concept effectively and also set out related teacher explanations and questions to pupils. Teaching methods in highly successful systems, teachers are clear that their role is to teach in a precise way which makes it possible for all pupils to engage successfully with tasks at the expected level of challenge. Pupils work on the same tasks and engage in common discussions. Concepts are often explored together to make mathematical relationships explicit and strengthen pupils' understanding of mathematical connectivity.

Precise questioning during lessons ensures that pupils develop fluent technical proficiency and think deeply about the underpinning mathematical concepts. There is no prioritisation between technical proficiency and conceptual understanding; in successful classrooms these two key aspects of mathematical learning are developed in parallel.

## **Pupil support and differentiation**

Taking a mastery approach, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at earlier stages. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems which deepen their knowledge of the same content. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support later the same day.

## **Productivity and practice**

Fluency comes from deep knowledge and practice. Pupils work hard and are productive. At early stages, explicit learning of multiplication tables is important in the journey towards fluency and contributes to quick and efficient mental calculation. Practice leads to other number facts becoming second nature. The ability to recall facts from long term memory and manipulate them to work out other facts is also important.

All tasks are chosen and sequenced carefully, offering appropriate variation in order to reveal the underlying mathematical structure to pupils. Both class work and homework provide this 'intelligent practice', which helps to develop deep and sustainable knowledge.

## **Implications for professional development and training of teachers**

Teachers of mathematics in countries that perform well in international comparisons are mathematics specialists, including those in primary schools. They have deep subject knowledge, and deep knowledge of how to teach mathematics. They engage in collaborative planning and are continually seeking to improve their effectiveness.



The teachers will therefore demonstrate:

- Deep structural subject knowledge of mathematics;
- Strong understanding of the structure of the curriculum and its aims: fluency, accuracy, precision, reasoning and problem solving, and how to apply these to teaching;
- Insight of what is meant by mastery of the curriculum, the factors that contribute to it and how it is achieved;
- Appreciation of the importance of practice and the nature of intelligent practice to develop deep and sustainable understanding which contributes to mastery for all;
- Effective strategies to support pupils to learn, recall and apply multiplication tables;
- Knowledge of mathematics as a network of interconnected ideas and an appreciation that making connections reduces the amount of mathematics to learn, deepens knowledge and contributes to sustainability of understanding over time;
- The ability to select and employ effectively the use of mathematical representations to enable pupils to access the underlying structure of the mathematics;
- An appreciation of the features of good textbooks and when and how to use them appropriately to support high quality teaching;
- Opportunities to collaborate with other professionals;
- Knowledge of how effectively to deliver high quality whole class teaching and provide access for all pupils; and
- The ability to provide quick feedback to pupils and effective intervention to support all pupils to keep pace with the rest of the class.

# Academic Support Programme



## What is the ASP programme?

The Academic Support Programme is an intervention programme which is designed for students who require academic support in and out of the classroom. These needs could be due to a variety of reasons but the programme is particularly focused on English as an Academic language (EAL) students who are not yet ready to access the British Curriculum due to language barriers, and who therefore need support in accessing that curriculum.

## What the ASP programme offers

The ASP guarantees support in the classroom for two Maths and two English (Literacy) lessons by a Learning Support Assistant (LSA). These tutors provide the students with targeted lesson objectives, narrowing down the mainstream lesson objective to manageable aims within the lesson. This allows the students to have a continuous assistance during these lessons, helping them not only with the lesson objectives in question but also general study skills and techniques, for example note-taking and visualisation. The ultimate goal is to create independent learners. The Academic Support Programme further includes EAL sessions, which involve targeted learning outside of the classroom with an ASP teacher qualified in TEFL, CELTA or other equivalent English Language Teaching programmes. These sessions will focus on the students' individual needs, for example in spelling or grammar.

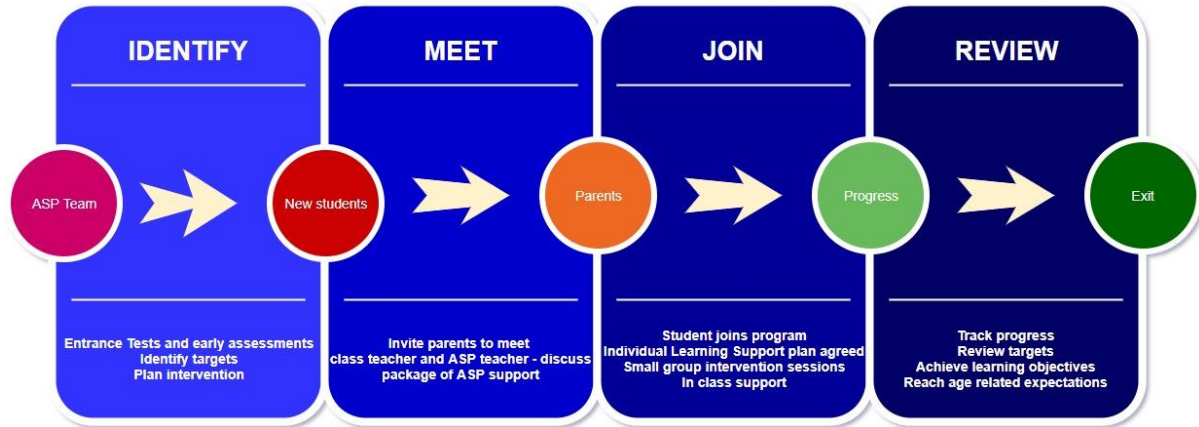
During the course of the ASP, the student will be given Individual Learning Programmes (ILPs), to be revised twice termly, which will allow the Classroom Teacher, ASP Teacher and the Learning Support Assistants (LSA) to work together with the student and the parents in following up the student's learning with a continuous review of their progress, enabling the student to move on in their learning, with achievable short term targets and a clear step by step guide for the student and teacher to follow. This is a detailed progress report, far beyond the time constraints of a Classroom Teacher in a mainstream classroom. Lastly, the EAL sessions will be offered after school-hours, during after school club time. However, there will also be opportunities to utilise non-core sessions, such as Topic or Modern Foreign Language (French), for extra targeted English lessons with the ASP Teacher.

The ASP is a targeted intervention programme with measurable goals, and successful students will be recommended to come off the programme and join a fully mainstream education. There are termly reviews which will be shared with the student and the parent and all decisions will be made in cooperation with all parties.

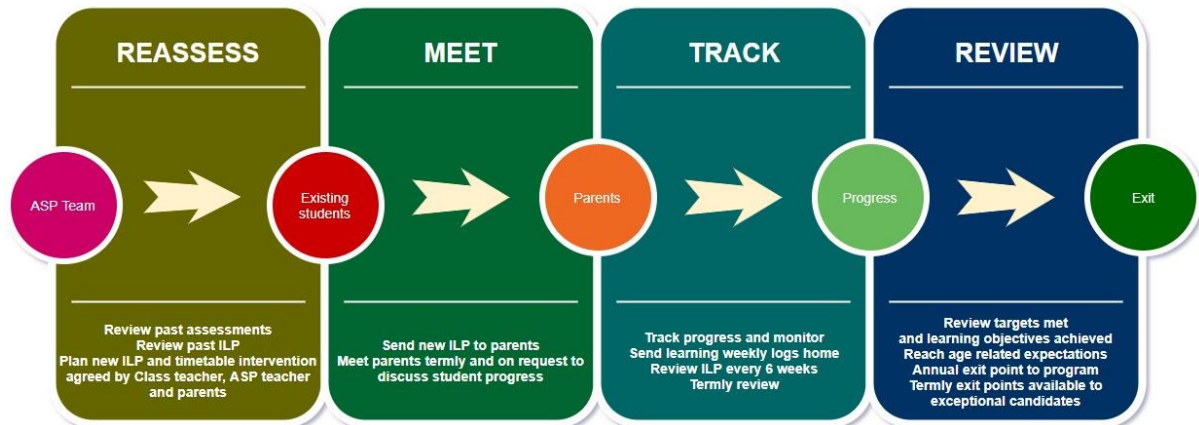
For more details regarding the ASP programme, please email [aspcoordinator@pps.sch.qa](mailto:aspcoordinator@pps.sch.qa).



### How the ASP programme works for new students



### How the ASP programme works for existing students



Kind regards,  
 Josie Latham  
 ASP Co-ordinator

# Special Education Needs



The aims for students with Special Educational Needs and/or Disabilities at the Phoenix Private School are the same as those for all children. Thus, the culture, practice, management and deployment of resources are designed to ensure that the needs of all children are fulfilled. The school strives to empower students to achieve their full potential.

## Definition of Special Educational Needs (SEN)

A child is identified as having a Special Educational Needs and/or Disabilities (SEND) if there is a 'restriction' in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition".

(National Council for Special Education, 2014)

There are four main areas to SEND that encompass the needs of a SEN child:

- Cognition and Learning- These are classified by general learning difficulties, of how a child acquires the basic skills of reading, writing, imitating, processing and retaining information in a school setting.
- Communication and Interaction- These are denoted by a child's ability of how they talk to, listen, respond, play and learn with other children and adults.
- Social, emotional and mental health difficulties –These are demonstrated by how a child shows their feelings, negotiates and solves problems in different situations and handles changes of routine
- Sensory and or Physical needs- These identify how a child responds to their environment and learning using their senses and any diagnosed medical issues.

SEN education is about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives.

## Strategies of the SEN Programme

### Golden Curriculum

The Golden Curriculum is an enriched programme that the Phoenix Private School has devised which supports children within the framework of SEN. It covers the basic fundamentals and concepts that support the mainstream academics as well as developing the student's social, emotional and behavioural skills. Our main aim is to prepare the child to be independent in areas of academics, play and social skills. We tailor the curriculum to encompass the needs of each individual child and incorporate their strengths into this framework. Each child with SEN will have a shadow Teacher allocated to them as part of a small group. The shadow teachers provide support to the child to

achieve their maximum level of independence, within or outside of the classroom, in the school setting.

## **Differentiation and Inclusion**

The SEN programme focuses on reinforcing the principles of:

- **DIFFERENTIATION**- Altering the curriculum, exams and support provided, to suit the student's need.
- **INCLUSION**- Provide opportunities for the SEN student to have inclusion across all aspects of school life, including art, music and extra-curricular activities, depending on the student's abilities to cope.

This may also mean that to enable the student to cope with mainstream school environment, the SEN department may suggest reduced schooling hours until it is deemed that the student can cope with a full school day.

## **Individual Education Plan (IEP)**

The IEP help to identify precise and specific targets to suit the needs of the SEN child. The IEP preparation process will include SEN and teaching staff as well as the child and parents. This is used in lessons to differentiate learning for SEN pupils by tailoring the curriculum to suit their individual needs.

## **Role of a SEN Co-coordinator (SENCO)**

The SENCO takes day-to-day responsibility for the provisions made for individual children with SEN, working closely with staff, parents/carers and other agencies.

In mainstream education settings the key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the SEN policy.
- Liaising with and advising fellow teachers, shadow teachers, parents, and external agencies.
- Managing the SEN team of Shadow Teachers.
- Co-coordinating provisions for student with SEN.
- Overseeing the records on all student with SEN.
- Preparing IEP for each student, in collaboration with the parents, teacher, shadow teachers and the SEN themselves. Tailoring it to each student's particular needs and then determining the targets.
- Reviewing the IEP's every term with the parents, teacher, shadow worker and the SEN student to evaluate any changes in the targets and highlight any achievements.

- Determining use of any alternative therapies such as use of specialised equipment or referral to external support.
- Conducts assessments of new and existing student for the SEN programme.
- Contributes to the in-service training of staff.

### Role of a Shadow Teacher

- Works with the teacher and SENCO to decide which type of support is generally needed (in class/outside of classroom) for the SEN student.
- Liaises with the teacher and the SENCO to support the student with the curriculum.
- Provides support individually or within a group format to each student .
- Works with two student at the same time.
- Maintains records of the student's work.
- Communicates to the parents, the student's day to day tasks and activities.
- Collaborates with the teacher, SENCO, parents and the student themselves to devise an IEP for the student.
- Works with the teacher and student to meet the targets of the IEP.
- Reviews the IEP each term with the student, teacher, parents and SENCO.
- Attends parental meetings and provides evidence of concerns and/or progress made by the student's under their care.
- Helps the student to be independent at school with academics, emotional and behavioural aspects.

Exams/ Assessments - will be discussed on a case to case basis with parents and will be based on the individual needs of the student.

Life skills - We work as a team to reinforce positive learning. We promote teaching the children skills that will benefit their social development within the community and within their daily lives. External trips are a part of life skills learning as well. The students learn to socialise with their peers and teachers via fun tasks and activities. In addition, these help the children develop the behaviour norms of the community and within school by taking part in group tasks and school trips.



### EYFS Assessment

#### What do we assess in Early Years?

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. Assessment covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

Prime areas:	
1. Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Making relationships</li> <li>• Managing feelings and behaviour</li> <li>• Self-confidence and self-awareness</li> </ul>
2. Communication and Language	<ul style="list-style-type: none"> <li>• Listening and attention</li> <li>• Understanding</li> <li>• Speaking</li> </ul>
3. Physical Development	<ul style="list-style-type: none"> <li>• Moving and handling</li> <li>• Self care</li> </ul>
Specific areas:	
4. Literacy	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
5. Mathematics	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Space, shape and measures</li> </ul>
6. Understanding the World	<ul style="list-style-type: none"> <li>• People and communities</li> <li>• The world</li> <li>• Technology</li> </ul>
7. Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Exploring and using media and materials</li> <li>• Being imaginative</li> </ul>

#### How do we assess in Early Years?

During the first term both Foundation 1 and Foundation 2 teachers assess the ability of each child using a baseline/entry observations. These assessments allow us to identify patterns of attainment within the teaching programme for individuals and groups of children.

To ensure we have evidence of a child's progress in the EYFS, we use a range of strategies all of which come together in their individual learning journeys - these are collections of children's work, photos and observations which create a detailed picture of the child. Where appropriate, we include individual next steps for children's learning. The learning journey is handed in to parents at the end of Foundation 1 and Foundation 2 school year.



At the end of Foundation 1 the class teacher assesses children against the Development Matters statements, appropriate for their age. At the end of Foundation 2 the class teacher assesses each child against the 17 Early Learning Goals (ELG). Assessments are done according to ongoing observations. This information is also communicated to parents and carers in the form of end of year report. Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents at the end of each school year if there are no outstanding debts held with Accounts.

## **SEN provision**

In cases of children with special educational needs, we focus primarily on removing barriers and facilitating learning process. Children's learning difficulties will be identified at an early stage and teaching will respond promptly to areas of difficulty. Children will be referred to SEN department in order to ensure professional observations and analysis. The whole process involves working closely with parents and developing an effective strategy to meet their child's needs, in a competent and effective way. In some cases it will be advised strongly that your child will not participate in the exams. This is in the interest of the child in question based on their stress levels, tolerance and ability to fully participate. Some children may be allowed to participate, but if they are supported by a Shadow their exam score may be reduced by 50% depending on the level of support given.

## KS1 Assessment

### Subjects we assess in KS1

The new National Curriculum requires each child to be assessed in the core subjects; English, Maths and Science. At PPS we use standardised tests and follow the statutory requirements of the UK National Curriculum.

Students study either Arabic or French as a Modern Foreign Language (MFL) and will be assessed accordingly. Qatar History is a statutory requirement of the Ministry of Education in Qatar and Islamic studies for Muslim students.

Year Group	Subjects	Notes
Year 1	English Spelling Phonics Screening Test Writing	Year 1 students participate in the Phonics Screening Test at the end of Year 1. Students should score a minimum of 32 marks out of 40. Students that score below 32 will take a re-sit at the end of year 2.
	Maths	
	Science	
	MFL	Arabic/ French
	Islamic Studies	For Muslim Students
	Qatar History	Provided in both Arabic and English
Year 2	English Spelling Reading Writing Grammar	Grammar and spelling are not included in the final report.
	Maths	
	Science	
	MFL	Arabic/ French
	Islamic Studies	For Muslim Students
	Qatar History	Provided in both Arabic and English

## When we assess students

For most subjects, students are assessed on a termly basis according to the timetable below. Maths however, is assessed on a half termly basis to assess skills and progress on a regular basis. The mid-term Maths assessment contributes to 50% of the total end of term math score. Baseline assessments are an indicator of a student's level at the beginning of the year and allows teachers to track students' progress and plan appropriately.

End of unit tests may also be carried out at the teacher's discretion.

		Year 1 Students	Year 2 students
Baseline	September	Writing Math	Reading
Term 1	Term 1 End of Term		
		Writing (spelling & grammar)	Reading
		Maths	Writing (spelling & grammar)
		Science	Maths
		MFL	Science
		Qatar History	MFL
			Qatar History
Term 2	Term 2 End of Term		
		Writing (spelling & grammar)	Reading
		Math	Writing (spelling & grammar)
		Science	Math
		MFL	Science
		Qatar History	Arabic and Islamic/ French
			Qatar History
Term 3	Term 3 End of Term	Phonics Screening Test	Reading
		Writing (spelling & grammar)	Writing (spelling & grammar)
		Maths	Maths
		Science	Science
		MFL	Arabic and Islamic/ French
		Qatar History	Qatar History
			Phonics Screening Test (re-sit)

Please note that revision packs will not be given out and students should revise from textbooks, workbooks and any homework given out.

## The leveling system and reports for core subjects

Students will be assessed using the following leveling system:

Standard	Emergent			Secure			Advanced		
Achieved	E-	E	E+	S-	S	S+	A-	A	A+
%	0 - 10	11 - 29	30 - 44	45 - 54	55 - 64	65 - 74	75 - 84	85 - 94	95 - 100

Standard	What it means	
1 or 2	Indicates the year group skill level at which the student is working.	
E	E-	Working significantly below the expected level of attainment. This shows a failed grade.
	E	
	E+	
S	S-	Working at the lowest expected level of attainment
	S	Working within the expected level of attainment for his/her age.
	S+	
A	A-	Working beyond the expected level of attainment.
	A	
	A+	Working significantly beyond the expected level of attainment.

Reports will be issued on a termly basis reflecting the progress and achievement of students over the term.

### Students will be supported accordingly

Parents of students identified as lacking in progress based on end of unit tests will be informed as soon as possible. Students working at the Emergent Level by the end of Term 1 will be supported by the class teacher through in class intervention sessions and extra practice worksheets and homework. These students will also be referred to ASP for further support. Please refer to the ASP section of the handbook for more information about the programme.

### Expectations and success criteria

Students are expected to develop their skills over the year according to their abilities. The success criteria of different subjects are calculated depending on the skills that are assessed and the time frame over which they are assessed.

The final assessment for Reading and Writing shows the progress of students throughout the year. Students should be able to achieve a minimum level of (S-) by the end of the year to progress to the next year group.

Maths and Science assessments assess a different set of skills each term. An average of all three terms will be calculated at the end of the year. Students are expected to achieve an average of (S-) to be able to progress to the next year group provided that the basic set of skills for the year group are secured.

## Notice to Improve Letters

Students who attain below 55% at any time will receive a Notice to Improve letter when those report cards are issued. The purpose of this letter is to advise parents and students that they are below target and that if they continue at the same level there is a serious risk of failing the academic year.

## KS2 Assessment

### Maths - academic success criteria

To pass an academic year in KS2, and to continue to the next year, a student must attain the following within maths.

Maths	
Students able to work at the Standards required for the Year.	
1. 55% Total Marks within Term 3, End of unit Tests and Exam	
2. Achieve all the core skill requirements (e.g. 18/18)	

End of Year Result	Standard Achieved	Outcome
55% - 100%	S3 > A3	Pass
0% - 54%	<S3	Re-sit

The standards identified and reported to parents related to Maths correspond to the following marks/percentages:

Standard	E			S			A		
Achieved	E1	E2	E3	S1	S2	S3	A1	A2	A3
%	0-11	12-22	23-33	34-44	45-54	55-66	67-77	78-88	89-100

Standard achieved and what this means	
E	= Emergent (Child is beginning to develop the skills needed to work within the standards of the year group identified – Year 4)
S	= Secure (Child is working comfortably within the standards of the year group identified)
A	= Advanced/Exceeding (Child is performing well within the standards of the year group identified and is almost able to work within the standards set for the next year above.)
Each standard is divided into 3 steps showing progression within the step on a sliding scale	

### **For all children:**

S2 (45% - 54%) is the acceptable bench mark for suitable achievement during Term 1 and

S3 (55% - 66%) is the acceptable bench mark for suitable achievement for Term 2 and 3.

### **Flagging Underperformance**

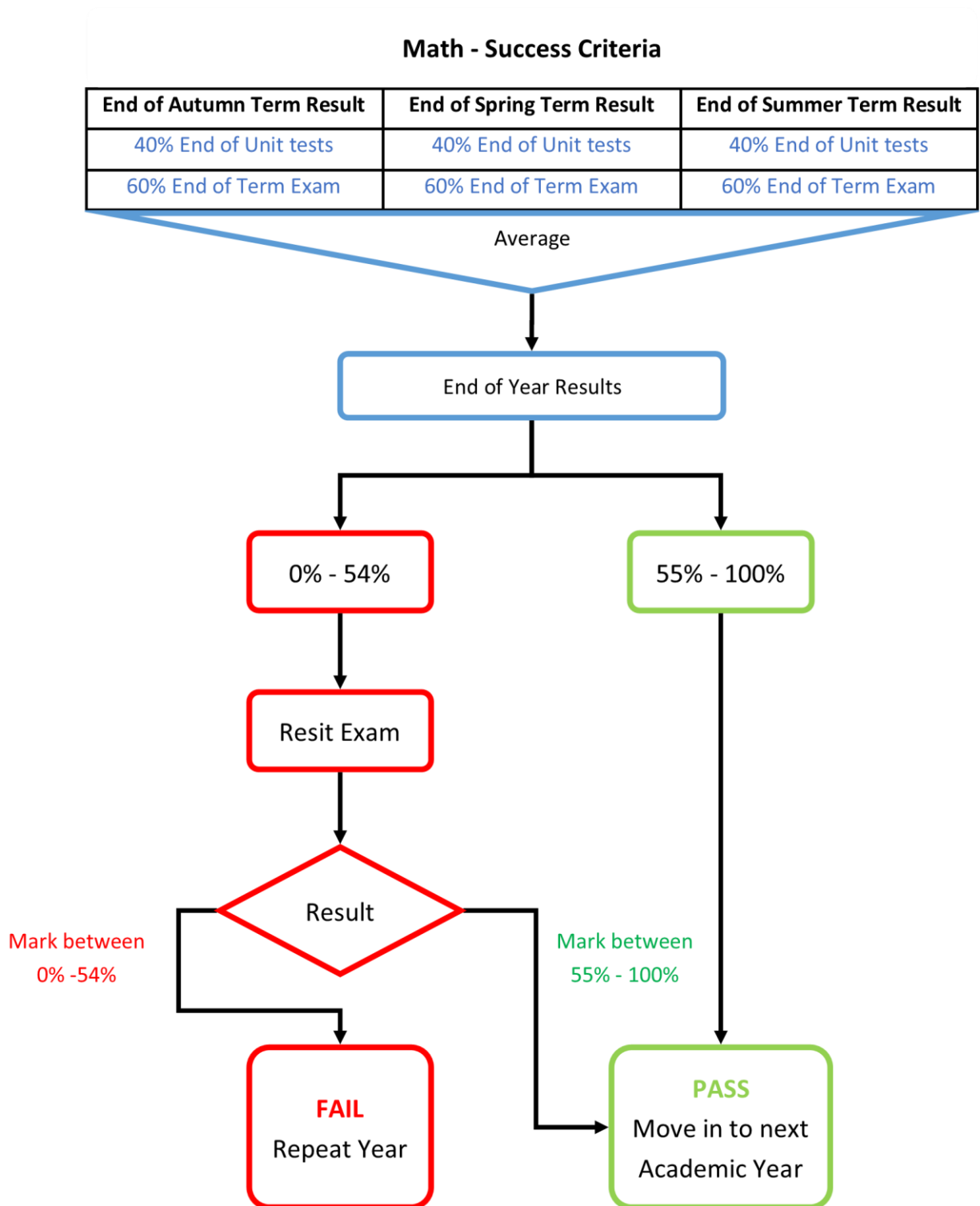
When a child falls below the acceptable benchmark for the term, teachers will notify the parents by e-mail and telephone to arrange a meeting presenting/identifying the shortfalls and the next steps needed to succeed.

### **Notice to Improve Letters**

Students who attain below 54% at any time will receive a Notice to Improve letter when those report cards are issued. The purpose of this letter is to advise parents and students that they are below target and that if they continue at the same level there is a serious risk of failing the academic year.

During the meeting with the teacher, a range of advice and support will be offered in supporting the improvement.

## Maths Academic Progression – Flow Chart



## Literacy - academic success criteria

To pass an academic year in KS2, and to continue to the next year, a student must attain the following within Literacy:

Literacy
Students able to work at the Literacy Standards required for the Year.
Achieve S = Secure core skill requirements for the year that they are in.
<b>Example</b> – A student in Year 5 Must get at minimum 5S

### Flagging underperformance

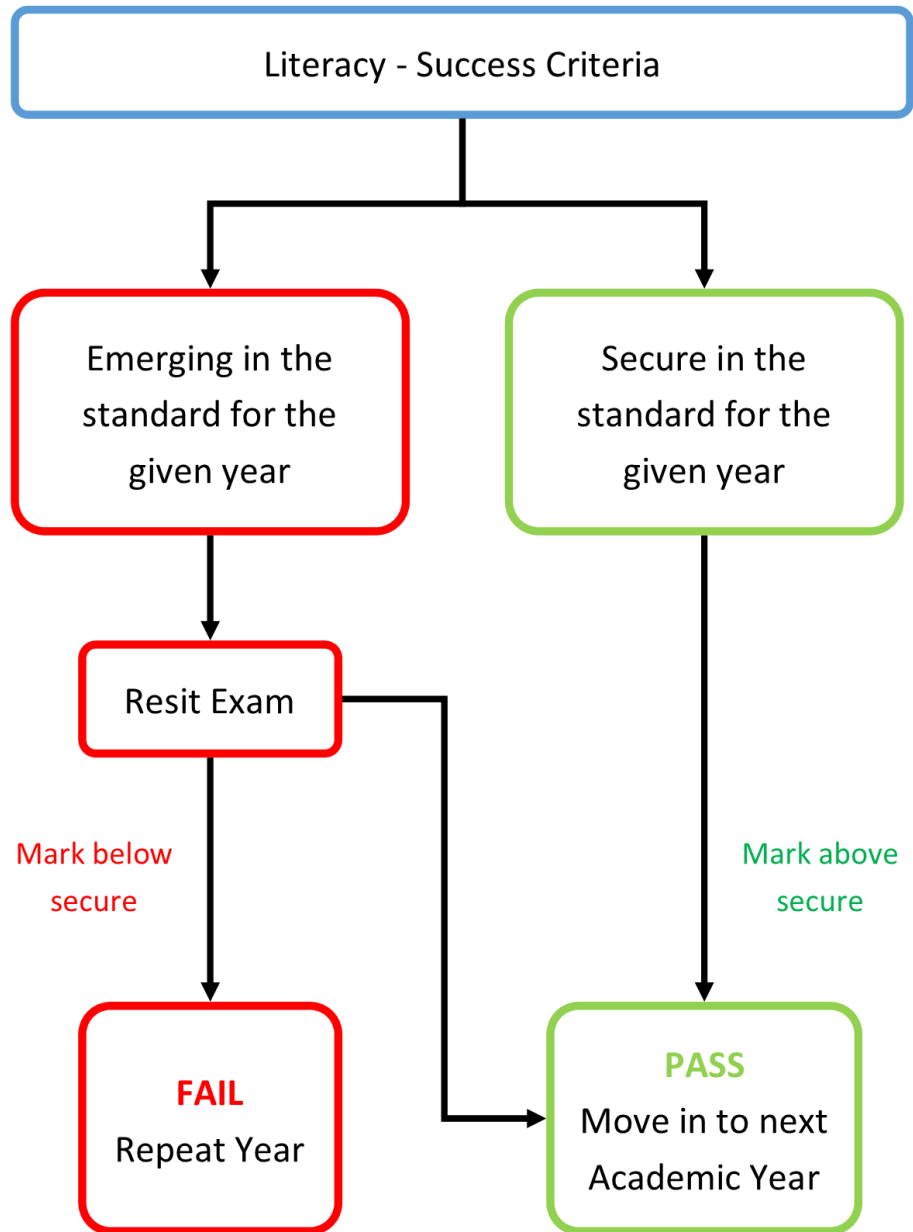
When a child falls below the acceptable benchmark for the term, teachers must inform the parents by e-mail and telephone to arrange a meeting presenting/identify the shortfalls and the steps needed to succeed.

### Notice to Improve Letters

Students who attain below S (secure) at any time will receive a Notice to Improve letter when those report cards are issued. The purpose of this letter is to advise parents and students that they are below target and that if they continue at the same level there is a serious risk of failing the academic year. If parents do not take action upon receiving this communication (for example ;through meeting the teacher, receiving extra tuition or joining the ASP programme) there is a chance that the student will fail the year and will be asked to repeat the year again.



## Literacy Academic Progression – Flow Chart



## What are re-sits?

Students that have not attained, and failed to achieve their assigned target grade for the end of the year assessment will have the opportunity to re-sit exams. Students and parents will be given one week notice of this. If at the end of the re-sit the student is still below the assigned target grade, the student will fail the year and will not be able to proceed to the next academic year, since they did not grasp the skills needed to progress, and are a high risk of failing the next academic year.

## KEY STAGE 3 ASSESSMENT POLICY

### The importance of assessment

At PPS, we aim to provide a curriculum that is inclusive of a variety of needs and therefore assessment is an integral part of this. Assessment is an ongoing process that allows us to identify whether learning has been successful and to help push students to progress further. It is through recording and reporting, students are constantly aware of how well they are performing and more importantly, what they need to do in order to improve.

### Aims of assessment

- To ensure students are aware of their learning goals.
- To support learning and progression through continuous tracking and analysis of assessment to improve student performance.
- To identify students for intervention.
- To ensure students, teachers and parents are involved effectively in academic achievement.
- To raise standards of learning and teaching.

### How will we achieve the aims of assessment?

- Ensure planning of the curriculum is differentiated where possible.
- Ensure students are aware of learning objectives and success criteria so they are able to evaluate progress and understand what their next steps are.
- Incorporate both formative and summative assessments throughout lessons and use this to shape planning.
- Encourage students to maintain in class subject folders, filing assessments and student review sheets, to allow them to reflect on their learning journey across the academic year and then use these folders as revision for end of year exams.
- Ensure all teachers mark work regularly and provide constructive feedback.

## Types of assessment

Baseline assessments - This provides information about students' performance on entry.

Formative - This is ongoing in which students are able to identify what they are doing well and what they need to do move forward. The focus is on empowering students to take ownership of their learning and progression.

Summative - This provides an overview of the overall achievement of a student at the end of a particular stage of learning.

## How do we track assessment?

Teachers will provide students with detailed constructive feedback about what they are doing well and what they need to do to improve. This is formative assessment that is continuous throughout the year.

End of unit tests, homework and projects will be recorded in a data spreadsheet/teacher mark book which allow teachers to see overtime how a student is performing in relation to end of year expectations.

Students who underperform in end of unit tests:

- May be provided with support work that they will be expected to complete at home.
- Will be given opportunities to discuss any questions about concepts they did not understand after school during times agreed with the classroom teacher concerned.
- Will be required to re-sit the test to demonstrate they have grasped the concepts.

Parents will be part of this process because:

- Completed end of unit tests will require a signature from a parent. This will allow parents to see first-hand how their child is doing in particular tests.
- Parents will be notified if students have underperformed via telephone/email/text message and that their child will be doing a re-sit.
- Parents will be required to meet with the subject teacher and the Key Stage Leader if a student fails a re-sit of an end of unit test.
- Parents will be required to meet with the subject teacher and the Key Stage Leader if students underperform in a range of subject end of unit tests.
- Parents will be required to meet with subject teachers and the Key Stage Leader if students underperform in end of term examinations after report cards are issued.
- Parents will be required to meet with subject teachers during the scheduled parent -teacher meeting as per school calendar.

- Parents will be welcomed to discuss academic progress at any point of the year by the Key Stage Leader or class teacher by making an appointment via the school office.

### When are report cards issued?

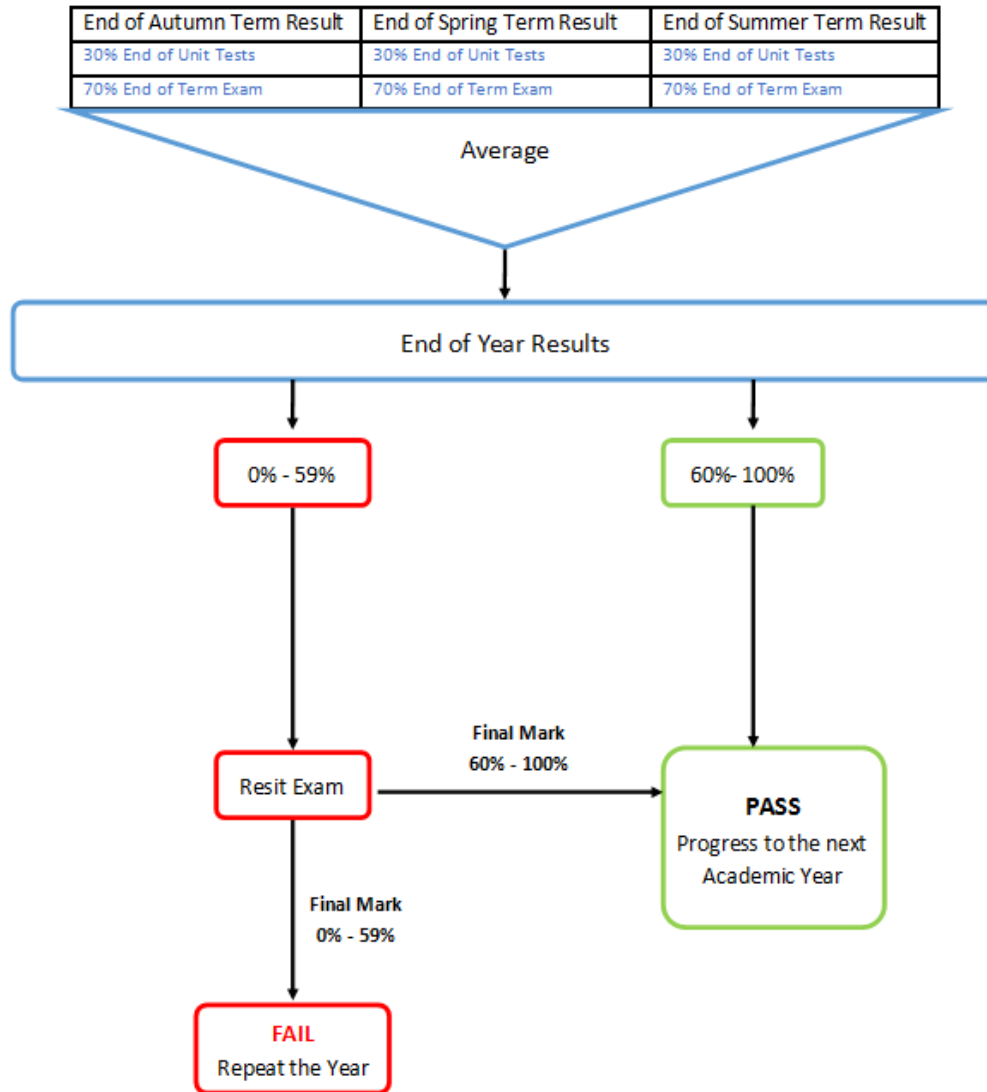
Report cards will be issued at the end of Autumn, Spring and Summer terms as per school calendar.

### Academic success criteria

To pass the academic year, and continue to the next year, a student must attain a minimum of 60% on average across term 1, term 2 and term 3.

End of Year Result	Outcome
60%-100%	Pass
40%-59%	Re-sit
0-39%	Fail

## How do we calculate the end of term and end of year result?



### What are re-sits?

Students that attain an average of between 0%-59% in their end of Year Result in any subject, will be made to re-sit the subject exam (s) before the end of the Summer term. Students and parents will be given one week notice of this. **If at the end of the re-sit the student is still below 60% in any subject, the student will fail the year and will not be able to proceed to the next academic year** since they did not grasp the skills needed to progress and are a high risk of failing the next academic year. Teacher discretion will be used for students with extenuating circumstances. Students who fail to do a re-sit exam after notice to re-sit without a valid reason accepted by the principal will fail the year.

### What about Qatar History and Arabic?

All students must attain 50%-100% in their end of year result for Qatar History.

All students who study Arabic must also attain 50%-100% to pass the year. Failure to attain 50% in any of these two subjects will result in a re-sit. **If at the end of the re-sit the student is still below 50% in either exam, the student will fail the year.**

### Notice to Improve Letters

Students who attain below 60% at the end of Autumn Term or Spring Term will receive a Notice to Improve letter when those report cards are issued. The purpose of this letter is to advise parents and students that they are below target and that if they continue at the same level there is a serious risk of failing the academic year.

### Academic dishonesty

PPS is committed to maintaining the highest standards and expectations for academic integrity among all students. We believe in establishing a school climate that promotes ethical and responsible student conduct and therefore there is no justification for academic dishonesty.

Definition of academic dishonesty;

- Academic dishonesty is using another person's work, concepts, designs, data, ideas, research, without giving proper credit to the source (plagiarism.)
- Lying, cheating, using or providing unauthorised materials in preparation/during an exam/test/ piece of homework.

Consequences for academic dishonesty;

- Academic dishonesty in homework: students will be given a warning of deduction of marks from end of unit test and will be given another opportunity to submit homework.
- Academic dishonesty in end of unit tests/end of term examination: parents will be notified and depending on the nature of academic dishonesty a student could be subject to a consequence as per behaviour policy. This includes, but is not limited to, inclusion, exclusion or a fail on the relevant subject exam.

## Rewarding Students for their Efforts

The ethos of PPS is to celebrate achievement at all levels. Students are asked to buy an achievement folder in which to store certificates and letters of commendation they receive throughout their life at school.

### Future

The focus is to equip all students with the necessary learning skills to embark on courses that lead to external examination success later in their school lives.

At the end of Year 9 students will consider the most appropriate pathway that will result in maximum examination success within a 14 – 19 years curriculum. Some students will be able to select courses that will lead to external examination success.

### Extra-curricular activities

The majority of students contribute to the wider life of the school by becoming involved in extra-curricular activities. Recognition for this may be given by way of a 'Thank You' letter or 'Certificate of Achievement'. Our school wishes to recognise the varied talents of our student body.

### 'Phoenix Star' Cards

Students may receive a 'Phoenix Star' card. This is a post-card sent home congratulating a student on his/her success, effort or positive contribution to the life of the school.

### 'Phoenix Stars' Gallery and Facebook page sharing exemplar work

The school Facebook page is where we like to display photographs of our talented students. Students are encouraged to have their photograph taken so that others can appreciate their talents and achievements. Photographs are not taken without consent from parents or students.

## SAFETY INFORMATION

### Emergencies

- Students will be alerted of a fire or other emergency by a fire alarm system.
- Doors and hallways must remain clear at all times.
- On discovering a fire everyone must evacuate the building immediately.
- Do not attempt to extinguish a fire.
- Do not stop to collect personal possessions.
- Follow your teacher to the assembly point in a calm and orderly manner.
- Close doors behind you as you leave the building.
- Staff will take registers to the muster points.
- Students should stand in line to be registered.
- Say "Here" in a loud clear voice when your name is called.
- Do not re-enter the building until the emergency services confirm it is safe to do so.
- When "all clear" is given walk in an orderly fashion back to your classroom.

## Muster Points

Next to the playground area, (please see the fire route maps for further information).

### **Please Note:**

The information in this handbook is subject to change, the school will provide updates regularly of any changes. Parents are encouraged to communicate regularly with the school to keep updated. This handbook is intended for information purposes only and is in no way binding for the school.