Dear Parent

Welcome to the International Primary School. I hope that our partnership will be productive and that your child enjoys their learning journey with us.

We take pride in our happy and engaging school with a real sense of team spirit. Together, we hope that your child enjoys his/her time at the International Primary School (IPS).

The education of every child is paramount. However, their learning journey is far too important to be left to school alone and parents have a very important part to play. This school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

This handbook is designed to inform parents of as many aspects of life at the International Primary School as we can.

We hope you find our handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

Yours sincerely

Philip Moore
Head of School

Please note – “Parent” includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person.

Please note that whilst all information within this handbook is correct at the time of printing. It is possible that some items may change during the course of the year.

Our location:
https://www.google.com/maps/place/The+International+Nursery+School+Belgrade/@44.789067,20.436249,17z/data=!3m1!4b1!4m5!3m4!1s0x475a702017290a9f:0xd33252e025e54f7!8m2!3d44.789067!4d20.4384377
CONTENTS PAGE

Section 1 – General School Information
Contact Information
School Background
Visits of Prospective Parents
Admission/Enrolment
Organisation of School Day
School Uniform
Pupil Belongings & Valuables
School Equipment
Arrival at School & Playground Information
School Office
Site Security
School Meals/Snack/Cakes & Treats
Pupil Attendance & Absence
Communicable Diseases, Head Lice & Asthma
Emergency Closures/Adverse Weather
Parking
School Transport

Section 2 – Curriculum & Assessment
School Mission Statement/Aims/Values
Positive Behaviour Management
Bullying & Exclusion
Curriculum
Policies
Assessment & Reporting
Educational Visits
Learning & Teaching
Achievement out of School: Extra Curricular Activities
Instrument Tuition
Sensitive Aspects of the Curriculum

Section 3 – Parental Involvement/Pupil Welfare & Support
Parental Involvement & The Parent Council
Communication
Health Care + Administration of Medicines
Transitions
Child Protection
Support for Pupils
Support for Learners/Additional Support Needs
Concerns & Complaints

Section 4 – Data Protection
Transferring Educational Data
Data Protection
Parental Access to Records
Section 1

General School Information
**School Contact Details**

Principal                        Philip Moore  
School name                 The International Primary School  
Address                     Temišvarska 2, Senjak, 11000 Belgrade, Serbia  
Telephone  +381(0)11 2667 130  
E mail                office@ips.edu.rs  
Website  www.ips.edu.rs  
Type of School The International Primary School is a Primary school with nursery

The International Primary School is situated in the community of Sejnak, which is in the heart of an area filled with various international Embassies and serves very broad international groups of children and their families.

The school has two main buildings. The first, which is a historical listed building, is the former house of the Serbian king’s doctor, but has been substantially modernised and extended to provide the current, spacious accommodation. The second, is a purpose-built set of classrooms that house our primary classes.

The current school roll creates classes from Nursery 1, with children enrolling from the age of 12 months, up to our year 6 class of children up to 11 years old.

The International Primary School provides education for children aged 12 months to – 11 i.e. from pre-school nursery to upper Key-Stage 2.

The International Primary School has over 10 full time teaching staff, with each class having additional adult support in the form of teaching assistants.. The Principal is non-class committed, but does take regular classes across the school in partnership with class teachers. Specialist teachers help with the delivery of Music, Physical Education and languages. We also have additional specialists who provide support for learners as part of our Special Educational Needs and Disabilities (SEND) program. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs.

The children are also supported by 3 support assistants that focus on developing their English language skills on a conversational level. The assistants work with all children across the school through one-to-one interaction aimed at scaffolding the children’s ability to understand and apply the English language to various situations.

Community links are a valued part of school life. The school has a very supportive Parent Council and associated sub groups. These groups support school improvement activities and take a large role in whole-school events throughout the year.
Visits of Prospective Parents

Prospective parents can contact the School Office and request an appointment to come and visit the school and meet with the Principal or a member of the Senior School Leadership team (SLT). During this visit you will have a tour of the school and an opportunity to ask any questions and discuss any particular needs for your child(ren). Necessary information discussed during a school tour will be provided via email.

Admission/Enrolment

Nursery Admissions

Every child is entitled to an early learning and childcare place at the start of the term following their first birthday (12 months). All parents should submit an application form for their child, to the school admissions office.

Information regarding enrolment can be obtained via the school office or from the school website.

Pupils who attend our nursery classes are taught by appropriately qualified staff. Children’s early learning follows the Early Years Foundation Stage (EYFS) curriculum as provided within the framework of the British National Curriculum.

Primary Admissions

New entrants to the first level of Key Stage one (Year 1) are enrolled for entry to school in August. This is for children who will be five on or before the school start date in August. Those whose fifth birthday is between the August start date each year and the end of February the following year may also be admitted.

Parents of children joining school classes in the middle of a school session will have agreed a start date following consultation with the Principal. A visit to the school will usually take place. Any transfer information, including school work, can be helpful in supporting your child’s continued education. Records from other schools are automatically transferred internally.

Buddy system

When your child begins school with us at any stage our buddy programme will support those early days. For this, your child will be given a nominated buddy to guide them through our school routines and building.
Organisation of the School Day

School Hours

School Hours 7:45-16:00
Optional babysitting  16:00 – 17:00

School Uniform

At the International Primary School, to coincide with the ethos of the school, we encourage children to feel comfortable in themselves and so we do not operate a strict school uniform. However, we do expect that children are always well-presented and their clothing is appropriate for learning.

Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

With regard to safety, the wearing of jewellery (which we actively discourage) is not permitted. If your child (boy or girl) has pierced ears, please ensure they can remove and replace earrings by themselves. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons. (Parents should provide a named roll of surgical tape for this purpose.) Shoe string strap tops are also discouraged for safety reasons as they can catch on gym apparatus.

The school requests that football team tops and designer garments are kept for home use as these can provoke conflict amongst the pupils.

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others.

For school trips, the school provides each child with a school T-shirt showing the school logo. This is for easy identification when outside of the school premises and to ensure the children’s safety.

Pupil Belongings & Valuables

For each class the children have a space for hanging up their coats, school bags and gym bags. Each child will also have an area within class for storing certain class related equipment.
Valuables
The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear ear rings must wear studs as opposed to hoops or dangly ear rings.

Children should not bring electronic games, mobile phones, smart watches, Tablets, cameras, or any other expensive items into school, unless for specific occasions agreed with by their class teacher. Should parents request that their child be allowed to take a mobile phone into school for use after school, the pupil should hand it in to the class teacher first thing in the morning and collect it at the end of the day.

School Equipment
The school provides all books and equipment that your child will need to use in school, however many children like to bring their own pencil case and equipment. We would suggest the following pencil case contents – HB pencil(s), a ruler – marked in centimetres, an eraser and some colouring pencils/markers. Children will also require a school bag to carry their belongings and equipment to and from school.

Arrival at School & Playground Information
Children are allowed to enter the school from 07:45 and are monitored in a central area up to the start of the day (8:30). Certain members of staff will be present in the school building between 7:45 - 8:30 and will be available to support pupils who require assistance.

During mornings where poor weather (very windy/rain/snow etc...) your child should arrive at school just in time for the start of the school day at 8:30am. All children arriving before 8:30 will have appropriate monitoring inside the school buildings.

Pupils who arrive by school transport will be picked up at the usual designate time.

During morning and lunch breaks the children have access to the adventure play area and other equipment and resources, weather dependent. Appropriate numbers of staff supervise children in the playground during lunch/break times.

Any child that has an accident in the playground, he/she will be treated by a first aider and contact will be made to the child’s parent. The child will be given a minor injury slip, which will inform you of the nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries. (Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)
During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year.

At the end of the school day’s regular lessons (15:00), children are available for pick-up from their class. However, after school activities take place from (15:00 – 16:00) and these are inclusive for all pupils and parents are invited to pick their children up at 16:00. Pupils who do not go home on school transport should be collected outside their class entrance. Any change in the expected person that will be picking up your child, or children who will be leaving school together, must be informed to their class teacher, or the school office at the beginning of the day. Children will not be allowed to leave school premises unless the school has received notification from a parent/carer that they are aware of the change in pick-up arrangement or person. Please ensure your child knows who he/she is going home with if you are unable to collect your child.

For security reasons, the school entrance gate will be automatically locked once children are inside school at the start of the school day and at the end of the school day.

School Office
The school office is manned from 8.30-17:00 Monday – Friday.

Any visits to the school in person should be made through the main entrance (see map/plan at back of book).

Site Security
Those accessing school premises MUST only do so through the security office at the front of the school and you are reminded that this should be the only access you use when visiting the school.
Parents are requested to wear their RED parent badge for easy identification.
All staff wear a BLUE staff badge for easy identification.
All visitors to school will be asked to sign in and wear a visitor’s pass badge.

School Meals
It is the school policy to provide meals and facilities for the consumption of lunches and breakfast.

All snacks and meals are provided as part of the school’s tuition fee structure. The lunches provided operate on a revolving menu with an international theme.
The lunch menu is provided to parents at the beginning of each term to identify what option is preferred for their children (vegetarian etc...)

Parents must inform the school of any allergies or the need to avoid certain foods due to religious reasons. Children who require medically prescribed or modified diets, with parental/guardian assistance, should be identified during the admission process.

The school aims to encourage young people to enjoy food, which is both attractive to them and nutritionally sound.

**Playtime snack**

Children are provided with fruit snacks during certain parts of the day and a healthy lifestyle is promoted throughout the school ethos. Candy, fizzy drinks and other unhealthy options are not permitted in school. As school that promotes healthy eating, we encourage children to enjoy the foods they eat while understanding the positive effects of being careful and knowledgeable with what they consume.

**Cakes/Treats**

There are many times in the year where celebrations occur. As a school we have a ‘zero nut’ policy due to the effects they can have of those with allergies to them.

At the International Primary School we like to help children celebrate special events and encourage any birthday celebrations to take place with classmates. We request that any cakes/treats brought in for these celebrations do not contain nuts, for reasons stated above and that these are only shared in an afternoon session to avoid the negative effects of high sugar levels on concentration levels later in the day. Additionally, we ask that any sweets or treats that would possibly be given to classmates, are in party bags that can be taken home after school.

**Pupil Absence Procedures**

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal actions of adults.

It is important that staff and parents continue to work together to develop and improve arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, the International Primary School implements a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist all staff in the school in the manner described below:

International Nursery and Primary School, Temišvarska 2, Senjak, 11000 Belgrade, Serbia
Attendance and Absence Procedures

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where we have clear guidelines about pupil safety. Absence of pupils travelling on school transport must also be communicated to the school transport secretary or (where known) the bus driver. 12 hours notice must be provided to the school transport coordinator.

Regular and punctual attendance is linked closely to achievement and school staff would wish to work with parents to ensure that children can achieve fully. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts for the safety of the individual child. This will involve a phone call to the parent soon after 9:00 am. Repeated calls will be made until the child’s whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to take further actions. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone the school between 8:15am and 8:45 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- When you contact the school, it would be helpful if an indication could be given as to the child’s expected length of absence from school.
- On your child’s return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

Holidays during term time

The International Primary School identifies that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Principal. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Principal.

International Nursery and Primary School, Temišvarska 2, Senjak, 11000 Belgrade, Serbia
Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child’s education.
For annual **holiday dates** please reference the school year calendar, contact the school office or go to [www.ips.edu.rs](http://www.ips.edu.rs) for an online version.

**Communicable/Infectious Diseases**
When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed. Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc... Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease. For further information regarding how long children need to be kept at home and not sent to school either contact the school office.

- **In the case that a child exhibits signs of sickness or ill health at any time during the school day, parents will be informed immediately. If the child is visibly ill or has been physically unwell, we will contact parents and ask that the child is picked up and taken home immediately. In this event, the child must not return to school for 24 hours without a doctor’s letter indicating that any illness/infection/virus or sickness has passed. Your child’s teacher, or the school office must be informed if your child is receiving any medication or continuous treatment while they are at school. Please note that staff are unable to administer any medicines, tablets or creams to infected areas. Parents who may require their children to have assistance with administering of Insulin, Asthma Inhalers or any other specific medical care, must gain prior approval from the school principal.**

**Head lice**
Please check your child’s head regularly (we recommend weekly) and notify the school if you find head lice. Current advice on the treatment of head lice is available from your local pharmacist.

**Asthma Inhalers**
Parents of children who carry their own inhalers should supply a spare named inhaler just in case your child’s inhaler is lost or misplaced.

**Planned Absences**
At the International Primary School, we record all absences as “authorised” or “unauthorised”. Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams.

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these
occasions. As far as possible such appointments should take place outside of the school day.

Guidance on School Closures

School Closure Due to Bad Weather or Other Emergencies

We want to work in partnership with parents and carers to ensure the safety of children at all times. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

Parental Role

We would like you to:

- Ensure your child wears, and is provided with, appropriate outdoor clothes throughout the winter.
- Decide whether it is safe for your child to travel to school in bad weather, either by school transport or on foot.
- Provide the school with information about emergency contacts to whom your child can be sent at short notice if you are not available. Also tell the Principal about any changes to this information and to your daytime contact details.
- Provide the school with a bad weather address within safe walking distance of the school where the child is able to be supervised.

Also:

- If school transport is not running please do not take your child – or other children – to school yourself unless it is safe for you to do so. You will be responsible for ensuring that the children you bring to school are transported home again and therefore need to be available in the event that the school has to close early due to deteriorating weather conditions.
- In difficult weather conditions pupils should not wait any longer than 15 minutes past the normal pick up time before returning home. In case the transport does not arrive please make sure you have made alternative arrangements for your child.
- If your child travels by school transport you are responsible for their safety to and from the pick up/drop off point whether they use school transport or a public service vehicle.

School transport drivers have been told not to allow children to walk home alone from drop-off points under any circumstances during extreme weather conditions or otherwise. If you are unable to meet or arrange for your child to be met, please inform the transport secretary or driver immediately. If a child is not met within the designated time, the school bus must continue on its journey, and your child will be dropped off at a later time.
Public service vehicles – drivers of these vehicles follow a specified route and keep to timetables – they cannot make special arrangements whilst enroute, as this has a direct impact on the timings for other children on the bus.

When will schools be closed?
The Principal decides if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving official information about local weather conditions. This decision can be made during any time, day or night.

During bad weather some staff may not be able to get to school – so the school may have to close because there are too few teachers present. Sometimes only part of the school will be closed or only some of the pupils will be dismissed early.

If you are concerned about local weather conditions contact the school. You may wish to collect your child yourself and are free to do so provided you make prior arrangements with the school.

Parental Contact
During school closures the school will contact you by telephone. If this is not possible the school will contact your named ‘emergency contact’.

No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

What education might my child be missing?
Some parents and pupils worry that important examinations or work is missed because the school is closed or conditions make it difficult to attend. However, the safety and welfare of children must take precedence when making judgements about travelling to school in bad weather.

Parking
All pedestrians should enter the school grounds via the front entrance gate. When parking using the side entrance gate, it is expected that the field gate is not used for entrance. This side gate must not be used by parents as the school security team must be aware of all persons entering the site.

Transport
The International Primary School provides transport for pupils whose parents have requested and paid for this service. School transport routes are determined by the pick-up locations required for pupils who are using school transport. The offer of school transport is subject to availability and provided that the family residence is within acceptable distance to the school.
Early Years Transport

Transport to early year’s settings will not be provided to children below the age of three, unless there are relevant exceptional circumstances. Where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the Principal.
School Mission Statement

The International Primary School (IPS) is an inspirational community of educational excellence where parents, staff and children work collaboratively to embrace the challenges of learning. It is a place where children enjoy practical activities that develops their engagement, curiosity and understanding of an ever-changing world.

The International Primary School Aims

Through a Curriculum for Excellence, the International Primary School, in partnership with parents, carers and the wider community, strives to ensure that all children develop the knowledge, skills and attributes needed to succeed. This will be achieved through the following aims.

- We aim to provide a safe environment where children feel at ease and relaxed, allowing them to achieve in a happy, secure setting.

- We aim to promote a healthy lifestyle, providing regular physical exercise, education in mental, emotional and social issues and ensure access to suitable healthcare where necessary.

- We aim to encourage children to be active, offering them opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development.

- We aim to ensure children are nurtured in their school setting, providing additional help if necessary from appropriate services.

- We aim to support our pupils in achieving their potential, by guiding them in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community, to equip them for life-long learning.

- We aim to provide an environment where children and carers are respected, giving them the opportunity to be heard and involved in decisions which affect them.

- We aim to make the children responsible citizens, by encouraging them to play an active and responsible role in school, at home and in the community.
We aim to help children overcome social, educational, physical and economic inequalities to become included and accepted as part of the community in which they live and learn.

The International Primary School Values

- Respect
- Teamwork
- Honesty
- Responsibility
- Fairness
- Inclusion

Positive Behaviour Management
Positive Behaviour Management is a vital component in helping The International Primary School to achieve its aims and values. Our Positive Behaviour Management Policy also provides our pupils with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others.

Discipline is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in achieving this atmosphere. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

School Rules overview
Be kind and look after each other.
Always be polite.
Set a good example to others.
Be truthful.
Listen to all staff.
Work quietly and always try your best.
Respect other people’s property.
Put litter in the bins provided.
Always walk when moving inside the school.
Stay within the school grounds.
Always use the pupils’ gate when coming in and out of school.
No offensive language
No climbing on gates, roofs or walls.
Always treat others the way you would like to be treated yourself.
**Promoting Positive Behaviour**

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc... Certificates are presented to individual children for effort and special achievements at assemblies. Evidence of this good work is displayed around the school for all to see.

**Bullying**

Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is not bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is not bullying. **Sustained victimisation** is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in the International Primary School are few and far between.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offer the best way forward.

**Restorative Approach to Bullying Behaviour**

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

The International Primary School has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also
important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

**Race Relations Act**

Schools actively discourage any racist language or behaviour. Where any such behaviour has been reported schools are required to record the incident and the person(s) involved. The behaviour will be dealt with according to school policy.

**The Thematic Curriculum**

**Principles for Curriculum Design**

The International Primary School follows the British Curriculum. However, to ensure that the curricular objectives are achieved as best as possible, we deliver the curriculum through a thematic approach. The principles in the delivery of our thematic approach are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning with regard to real-world application.

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive Arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Sciences
- Social Studies
- Technologies

The core curriculum consists of English, Mathematics and Science. These subjects permeate all other curricular areas. Attainment and Achievement in these areas are assessed against curricular expectations and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life with continuous focus on:
• Enterprise and Creativity
• Citizenship and International Education
• English
• Mathematics
• Health & Wellbeing
• Digital Technology

School Policies
School and Authority policies are regularly being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school policies.

Learning and Teaching
Our teaching approaches recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential and to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

Not all pupils do the same work at the same time; within any class the teacher will regularly plan tasks that are set at different levels of difficulty according to the carefully identified and agreed next steps for each pupil. This is known as differentiation.

Assessment & Reporting
Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment results are used to track pupils’ progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at the International Primary School use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current strategies of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes:
International Nursery and Primary School, Temišvarska 2, Senjak, 11000 Belgrade, Serbia
• Sharing learning intentions, success criteria, ideas and expectations
• Promoting creative thinking skills by using quality questioning techniques
• Giving constructive feedback to pupils which is focused on improvement
• Assessing what children Make, Say, Write and Do and planning relevant activities and tasks to support future learning

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once learning needs are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children’s learning is appropriate.

More formal assessments are also carried out to confirm teachers’ professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of appropriate national assessment resources. Curriculum for Excellence levels (previously outlined) are experienced by pupils throughout their school career. During this time the children are signposted as making progress through the levels.

Regular school moderation takes place, which involves comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between staff.

During parent interviews, information will be shared about children’s strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children’s learning at home. School reports are sent home in June of each year. Parents and pupils are invited to add their comments to these reports.

Pupils are supported to develop their skills in identifying and recording their best work and achievements in and out of school. This process, known as profiling, will involve ongoing dialogue with the class teacher and will take place at all stages. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children’s progress at school.

There are times when all pupils in the class undertake the same activity. In these circumstances teachers will look for and accept different levels of outcome based on their knowledge of the individual child’s strengths.

By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way. We trust that not only will each of them have gained an awareness of his/her full strengths and areas forward.
Educational Visits
We offer various educational visits during the course of the school year. We believe that ‘hands on’ experiences greatly enhance a child’s education, while also helping to make the necessary links between learning in school and life outside. Staff members and parent volunteers provide supervision to the same professional standards as would be expected whilst in school. We give parents as much notification as possible with regard to visits that affect their child.

Personalisation and Choice
The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in cross curriculum study within a social studies based topic, the children might choose to communicate their learning through a report, a presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within focus areas. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child’s teacher in the first instance.

Learners Involvement In The Life Of The School
Taking Responsibility
We encourage pupils to take responsibility within the school. This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference. Some of the ways that we do this are:

- Monitors – older children support the younger pupils at playtimes
- Buddies – existing children are paired with new pupils and help them to settle into school life
- Young Leaders – Older pupils teaching younger children to play co-operatively
- Pupil Council – making decisions about charity events and improvements to the school.

In our partnership with parents, they are welcome to request an interview to discuss their child’s progress at any other time during the school session should they wish.

Language Learning at the International Primary School
Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to
their mother tongue language. The approach is inclusive and entitles all children and young people to learn new languages. All language learning is important and will be recognised and celebrated as an achievement.

With English being our language of instruction this is of course our priority language at the school. However, being a British curriculum school in Serbia, it is important that the local language is included in the education of all children and shown respect on a cultural level. The International Primary School delivers all language tuition through dedicated specialist staff and all children receive language tuition in both English and Serbian.

By beginning language learning early there will be more time to develop learner’s language skills and knowledge of language so that they will have a greater understanding of how languages work as they go through school. In regard to this, the International Primary School also operates a third language, being Spanish. Our Spanish curriculum is closely linked to the thematic curriculum being covered in each class to ensure that the vocabulary learnt is relative and increases the understanding of the Spanish language in context.

We are committed to this new approach to language learning because learning languages can play an important role in helping young people to develop their literacy skills, including literacy in their first language, whether this is English or another language. Through languages, learners have opportunities to:

- develop and improve their skills in listening, talking, reading and writing
- get a feeling for how languages work
- learn how to communicate ideas and information in their own language as well as in the new languages they learn
- become familiar with different texts and media in different languages
- Develop skill which will help them further for learning, life and work.

**Extra Curricular Activities**

At the International Primary School a range of extra-curricular activities (after-school clubs) are provided. We rely upon staff and the support of parents in running these clubs. Information regarding current clubs and extra-curricular activities will be communicated throughout the year via email and school bulletins. A range of Cultural, musical, sporting and arts opportunities are offered as these become available.

**Instrument Tuition**

Instrument tuition is available for a range of musical instruments. All disciplines are taught in primary schools as part of the music lessons provided in each class’ weekly timetable. Additional one-to-one tuition is subject to availability and tuition opportunities are shared with parents via email and a bulletin board.

International Nursery and Primary School, Temišvarska 2, Senjak, 11000 Belgrade, Serbia
Sensitive Aspects of the Curriculum

Spiritual, Moral, Social and Cultural Values

The Development of Pupils’ Values

In our school we are committed to providing appropriate opportunities for the development of pupils’ spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents. Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Religious and Moral Education

The International Primary School is a secular school that celebrates and embraces many different faiths, cultures and social backgrounds from around the world. Throughout the school there are opportunities for pupils to learn about aspects of other world faiths and to reflect upon their own moral standpoint in relation to world issues. During whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

As an international school, we aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others from all around the world. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

- Creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development.

International Nursery and Primary School, Temišvarska 2, Senjak, 11000 Belgrade, Serbia
• Providing opportunities within the curriculum to advance personal and social development.

• Providing a programme of education in which consideration will be given to responses involving basic questions relating to various aspects of religious beliefs and moral education.

• Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.
Section 3

Parental Involvement

Pupil Welfare
Parental Involvement/Parent Councils

Parent Councils are now established and the International Primary School recognises the vital role that parents play in supporting their children’s learning. The basic principle underpinning our approach is the desire to have children become more ‘confident learners’ through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

1. **Learning at Home**: direct parental involvement in the child’s learning at home and in the community.

Parents can support learning at home through:

- Reading to and with your child
- Giving your child responsibility for small tasks at home – setting the table, making a shopping list, tidying their bedroom etc
- Helping your child to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Helping them to be resilient and have a problem solving attitude
- Helping them to develop social skills through reinforcing the need for manners and politeness.

2. **Home/School Partnership**:
   The home/school partnership is essential to ensure that the child gets maximum benefit from its school experiences. You can support this by:

- Helping with any homework your child may be tasked with.
- Coming and volunteering with an aspect of school life (please note that all volunteers need to undertake a disclosure check).
- Supporting the school in upholding its discipline and school values
- Completing audits that are sent to you seeking your views and opinions on how the school operates

3 **Parental Representation**:
   - The Parent Council is created using self-nominations from all age-related classes from the school to assist with various areas of school development.
   - The Parent Council is parent led and supported by the school.

**Communication**

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

A school email is sent to parents every Friday. This email is created in 3 parts:
1) Information from the Principal regarding whole-school issues.
2) An objective overview for the following week from each class’ teacher.
3) Any additional information relevant to the time of sending.

Using an online platform (Class Dojo), all parents are invited to sign-up for this regularly updated form of communication that celebrates the children’s achievements in school. The use of this platform is invite only and so all information, images and videos are only accessible to adults given an invite from the class teacher. Parents are invited to comment on anything posted on this online platform.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child’s development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

The child’s reading record is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child will also bring home samples of pupil work for you to see and discuss with your child in their Home School Jotter.

At drop off or collection times, you will have daily opportunities to briefly talk to a member of the staff team, exchanging information about your child’s day or information from home that you feel is important for the school/class teacher to be aware of. However, please be mindful that some staff will be delivering an after-school club, and as such may not be able to provide an in-depth discussion at that time.

In the autumn term, you will be invited to attend a parent interview. This is a chance to meet and get to know your child’s new teacher and to share with him/her, your knowledge of your child and your hopes for his/her progress and any additional support needs/relevant information. At this interview, the teacher will share information regarding your child’s personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home.

You will receive a written report on your child’s progress during the summer term and a follow up interview will be arranged.

Other means of communication include parent workshops, curricular evenings, concerts, assemblies, performances, open days, the school website and whole-school events.

Health Care
Child welfare and safety are a key priority of the International Primary School. To ensure all children are taught in a safe environment, all school staff attend first aid training and we have a school nurse on site at all times.

Immunization records are expected upon enrolment in the school and parents are expected to inform the school of any specific requirements for their child. It is important that parents inform the school of any medical condition immediately by contacting the school office.

**How can Parents Help?**

1. Contact the school if you are worried about any aspect of your child’s health, or emotional well-being.
2. Please fill in and return all questionnaires sent to you. This assists the school to meet your child’s needs.
3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

**Administration of Medicines**

Many pupils will, at some time in their time at school, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outside of the school day, i.e. in the morning and evening.

**Sunscreen**

As children are outdoors for learning and for play, parents should apply this prior to sending children to school or nursery when necessary. School staff do not supply sunscreen and permission for staff to apply sunscreen is agreed upon as part of the enrolment procedure.

**Illness during the school day**

Children who are ill are best kept at home for their own comfort. However, should your child become ill during the school day, we will contact you or your emergency contact. Every care will be taken to make your child comfortable until the arrival of a responsible person. Please be aware that staff in school have a range of duties to perform in a day so we would ask that you make arrangements to collect your child as quickly as possible.

Where pupils have long term medical conditions such as asthma or diabetes, which may require on-going support, this should be fully discussed with the school. In certain cases specific training of staff about a child’s treatment may need to be given. In addition, some
children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis.

**Transitions Between Stages**

For some children, the thought of moving onto their next class/teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Opportunities throughout the year for children to work on joint projects help to ensure that the children have opportunities to work with other staff and pupils. Children in Foundation Stage 2 begin to follow a timetable and certain lessons are taught in a similar fashion as would be expected in the primary school. The aim of this is to ensure that the move between buildings, teacher and curricular expectations are not seen as a surprise and the transition is as comfortable as possible.

If you have any particular concerns regarding transitions, please make an appointment to see the head teacher.

**Child Protection**

All children have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount.

**It is everyone’s job to ensure that children are kept safe.**

Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a **likelihood** or **risk** of significant harm from abuse or neglect.

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children with the essential information about protecting children from harm.

All Education and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

International Nursery and Primary School, Temišvarska 2, Senjak, 11000 Belgrade, Serbia
The International Primary School provides Child Protection awareness training to all teaching and non-teaching staff on the first day of teacher training week in August.

Support For Pupils

**Getting It Right For Every Child**

The Getting it Right approach looks at eight areas of ‘well-being’. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child’s world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child’s needs).

**Key Adult**

Your child’s teacher is generally the person who knows your child best, and as such is your child’s key adult, however where significant additional support needs are present, the key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.
Support For Learners

Additional Support Needs
Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and the school will provide appropriate intervention and support accordingly.

At the International Primary School we adopt either single or multi-agency approaches as appropriate to supporting pupils with additional needs. Within Education and Children’s Services we have a number of specialist staff who support children.

Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

If parents have any concerns about their child’s progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher. Parents may also contact the Educational Psychology Service directly if they wish.

Meeting needs through Enhanced Provision
The International Primary School is committed to supporting children and young people to be educated in local schools through providing the right support in the right place at the right time. Our school also uses a Staged Intervention framework to assess and plan for meeting additional support needs through universal, targeted and specialist support. If parents have any questions about their child’s additional support for learning, they should discuss these first with the class teacher or Principal.

Local, direct support is how we meet pupils’ needs initially, and all assistants support pupils who have additional support needs (ASN). If parents have any questions about their child’s progress or well-being at school, they should discuss these first with the class teacher or Principal.

Staged Approach to Assessment & Intervention
Many pupils attending schools may require support at some time due to a variety of short or long term needs. However the vast majority of these children will have their needs met by standard methods such as differentiation of curricula, multisensory
approaches to teaching and learning, and a nurturing and positive environment. This is the level of universal support provided by all staff and assessed at Stage 0 of the Staged Intervention Model.

A smaller number of children and young people have Additional Support Needs, which as the term implies, require extra provision over and above the standard for universal. They may require additional support from educational services, flexible approaches and timetabling, Individual Education Plan (IEP), Co-ordinated Support Plan (CSP), Managing Accessibility Plan (MAP), Care Plan, GIRFEC Single Agency Action Plan (SAAP), GIRFEC Multi Agency Action Plan (MAAP), planning documents and additional input from Additional Support for Learning (SfL) teachers, other colleagues and/or partnership agencies – this is the level of targeted support described as Stage 1-3 of the Staged Intervention Model.

The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs, Care Plans, SAAPs and MAAPs are supported to enable the development of skills and independence. For some children and young people, bereavement, medical and health care needs, personal care and ensuring safety are also targeted support priorities.

**Individualised Educational Programmes**
An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents/Carers and children/young people are involved in setting and reviewing targets regularly.

**Multi Agency Plans**
Where a pupil has support from agencies in addition to education – e.g. health or social work, it may become necessary to develop a collaborative plan to support the pupil. These are known as Multi Agency Action Plans. Parents/Carers, children/young people will be involved in developing and reviewing plans as required.

**Co-ordinated Support Plans (CSPs)**
A Co-ordinated Support Plan is a statutory document for children and young people who require a high degree of multi-agency support. It is an educational planning tool which demonstrates the coordination between agencies to achieve specific educational objectives over a 12 month period.

**What to do if you are anxious about the support your child has in school**
The International Primary School values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.
If you have any queries or anxieties about your child’s additional needs, or about the support being provided to meet those needs, as a first step please contact your child’s class teacher or Principal. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the school office directly.

Dealing with Concerns & Complaints

Concerns
We understand that parents may have concerns about their child/ren from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues (including toileting), homework, learning difficulties etc.

Where parents have concerns regarding their child, the class teacher should be contacted in the first instance, as he/she will be the person in school who knows your child best. Quite often your concern can be addressed quickly and easily via a phone call. At times, another professional colleague may be called upon to support you with concerns e.g. school nurse or additional support needs teacher. You will always be consulted prior to any information being shared with other professionals.

You can contact your child’s class teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the head teacher for further advice.

Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that the International Primary School expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

Complaints
Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, emailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days.
Section 4

Data Protection
The information which you provide may include:

- Personal contact details
- Employment details
- Child’s date of birth
- Physical or mental health or medical conditions
- Nationality

**For what purposes will your personal data be used?**

The information which you provide on the form will be used by the International Primary School for the following purposes:

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra-curricular activities for your child (if required or requested)
- Statistical analysis to monitor performance and inform priorities for improvement

**Will the International Primary School disclose your personal data to anyone else?**

All data collected with reference to individual children and their parents is not disclosed with any other organisations other than is legally expected.

We will tell you on the forms that you complete, who we may share that information with, and will seek your permission to do so. We will only reveal information to somebody else where we have your permission or as required by law where it is relevant for that purpose. We do not sell or rent information to anybody.

Any sharing of data will be done under the strict control of Serbian Government, and will be consistent with their data policy. This ensures that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual.