

**ISN NICE**

INTERNATIONAL SCHOOL

Shaping the world

# ISN PRIMARY SCHOOL HANDBOOK

Updated June, 2022

## ISN Primary School Handbook

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This document is published in French and English.  
In the event of discordance between the two versions, it  
is the French language which will prevail, the English  
translation being on a purely informative basis.

## Welcome to the International School of Nice Preschool and Primary

The Primary School provides for children aged 3 to 11 and is contained in a separate wing of the school complete with its own Early Years classroom and outdoor area; library, makerspace, outdoor classroom and playground. Children are placed in homeroom groupings in the care of a homeroom teacher and receive instruction in all of the core subject areas under the International Baccalaureate Primary Years Programme framework. Language Arts, Maths, Social Studies, Science, Drama and Art are taught in the homeroom classes. Music, Physical Education (P.E.), French and EAL are taught by specialist teachers.

### Our Vision, Mission and Philosophy

#### **VISION**

ISN's vision is to prepare today's learners to confidently embrace challenges as adaptable, empathetic global citizens who will be active contributors for a more sustainable world.

#### **MISSION**

**INSPIRE** our diverse community of learners to take a proactive role as responsible global citizens

**SUPPORT** students to achieve their individual potential and become well-rounded life-long learners

**NOURISH** the minds and spirit of our community in a safe, respectful and caring environment

#### **PHILOSOPHY**

ISN places the student at the centre of the learning process.

ISN utilises a range and balance of teaching styles to allow each student to fully develop as a whole person.

ISN nourishes a family atmosphere and community spirit in our learning environment.

ISN implements non-discriminatory practice and inclusive education.

ISN involves all constituencies – students, teachers, parents, and administration in achieving the success of our goals.

ISN inspires and empowers our students to make a positive difference to their world.

ISN actively inspires students to have empathy and compassion with people everywhere.

ISN nourishes an appreciation of the life and culture of the host country and the international community as a whole.

ISN students as IB World School students embrace the IBO Mission Statement, and uphold its aims as defined in the Learner Profile.

# The IB Learner Profile

**At the heart of the programme is the Learner Profile.**

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:



- Inquirers** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- Communicators** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Open-minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**Definition of Learning**

**High quality learning is a transformative experience in which learners engage actively with challenging concepts and experiences to construct knowledge, understanding and skills, as well as dispositions that enable them to reach their individual potential.**

**We know that high quality learning happens when:**

|  |
|--|
| learners actively engage with challenging experiences and take responsibility for their learning   |
| learners are inspired and supported  |
| learners feel happy  |
| educators lead learners to self-empowerment and to reach their potential by responding to their individual learning styles and providing them with constructive feedback |
| a safe, respectful, caring learning environment nourishes a growth mindset   |
| the learning environment broadens the mind through diversity and international mindedness/global citizenship   |
| the community becomes lifelong learners and shares the responsibility to promote values such as respect, acceptance, social responsibility and commitment                |

## Definition of Global Competence

“Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected.”

-Ban Ki-moon, UN Secretary-General

**The Primary children understand the meaning of Global Competence by:**

|  |
|--|
| <b>Evaluating causes and coming up with solutions to local and global issues</b> |
| <b>Valuing the perspectives and world views of others</b>                        |
| <b>Engaging in respectful interactions with people from different cultures</b>   |
| <b>Acting for collective well being, peace and sustainable development</b>       |

ISN demonstrates its commitment to inspiring, supporting and nourishing global competence through:

- Assessing for global competence within the curriculum
- Aligning our curriculum with a range of projects and extra-curricular activities
- Initiatives associated with the UN’s Sustainable Development Goals
- Culturally relevant pedagogy
- Digital citizenship
- Linguistic identity and the promotion of learning additional languages
- Focusing on collective well-being as a moral imperative

## Organisation and Placement

The guideline which ISN adapts for placement is age on the 1<sup>st</sup> September. The placement of students in an International School is a complex issue. Students come from all kinds of national and international systems with as many types of preparation which emphasise different skills and areas of knowledge. The situation is further complicated by the fact that students start their formal schooling at different ages, and depending on the hemisphere, at different times of the year. The nomenclature is also different, sometimes using different numbers or letters to indicate what is in reality the same grade or age level. What we have found is that the one most consistently accurate guideline for placing students is age. This allows students to be working at an appropriate developmental and intellectual level.

A feature of the teaching in the Primary School is that it is focused on the individual needs of children. Classes are small with a maximum of 23 students per class and the approach is always one of trying to help not only in academic development but in social and emotional development as well.

For students not yet fluent in English, or for those who do not speak English at all, support is available in the specialised EAL program from Grade 2 to Grade 5. These classes may be individual tuition, group teaching or support within the classroom, depending on the level and/or need. French is taught to all students who are fluent in English and different levels are offered from beginners to bi-lingual.

The basic aim of the Primary School is the full development of the child, during these formative years, so that they will be able to function as a well-adjusted citizen in tomorrow's world. To achieve this we need to look carefully at the individual child to insure that they gain the knowledge, skills, concepts and attitudes by developing their ability in the following areas.

### **A. Intellectually**

We teach skills to encourage the child to develop attitudes that will promote a lively and inquiring mind. We stimulate the child to ask questions, discuss sensibly and learn how to solve problems in order to further their knowledge.

### **B. Aesthetically**

We draw attention to a personal appreciation of beauty and provide opportunities to be exposed to and develop skills in the arts.

### **C. Socially**

We enable the child to contribute fully by learning how to work with others and independently.

### **D. Physically**

We provide opportunities which enable the child to develop motor skills and use their body energetically, creatively and at all times safely.

### **E. Emotionally**

We help to develop the child's personality so that they are happy, friendly and able to enjoy their work.

### **F. Morally**

We encourage the child to respect different values and morals and to show tolerance.

Acceptance of a child into any grade in the Primary School is based on their chronological age on the **first of September**, and/or previous completed grade or level. For example, to enter Grade 2, a child should be 7 years old by the first of September. Adaptations are made for exceptional circumstances; children coming from countries in the southern hemisphere, children who have been promoted/demoted to a different grade. Adaptations are made with consultations with the parents and teachers involved and are always made for the benefit and well-being of the child.

The Primary School is comprised of 8 grade levels:

**Early Years**

Young Explorers.....Children of 3 years of age  
Pre-Kindergarten..... Children of 4 years of age

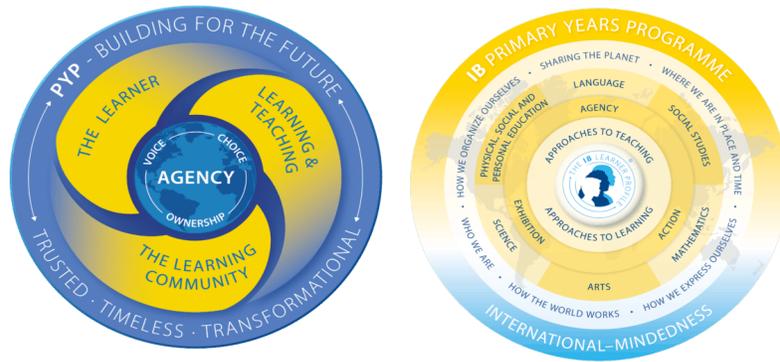
**Primary**

Kindergarten ..... Children of 5 years of age  
Grade 1 ..... Children of 6 years of age  
Grade 2 .....Children of 7 years of age  
Grade 3 ..... Children of 8 years of age  
Grade 4 .....Children of 9 years of age  
Grade 5 ..... Children of 10 years of age

**Promotion**

Within the Primary school annual promotion occurs each September. The time spent in any one grade is governed both by the child’s age and the rate of development. It may be necessary to make an **exception** to the normal year-to-year progression of a child, but this is **unusual**. In all cases, the final decision rests with the Director after consultation with the Primary School Principal, class teacher and parents.

## The IB Primary Years Programme



At ISN we offer the IB Primary Years Programme. The Primary Years Programme (PYP) for students aged 3 – 11, is a transdisciplinary curriculum which draws the individual disciplines together into a coherent whole, while preserving the essence of each subject. It focuses on the development of the whole child, addressing social, physical, emotional and cultural needs. At the same time, it gives children a strong foundation in all the major areas of knowledge: mathematics, social studies, drama, language, music, visual arts, science, personal and social education, and physical education. The PYP strives to help children develop an international perspective - to become aware of and sensitive to the points of view of people in other parts of the world.

### **The curriculum in the PYP is organised around six transdisciplinary themes:**

#### ➤ **Who we are**

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

#### ➤ **Where we are in place and time**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

#### ➤ **How we express ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

#### ➤ **How the world works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

#### ➤ **How we organise ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

#### ➤ **Sharing the planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

These themes are intended to help children make sense of themselves, of other people, and of the physical environment, and to give them different ways of looking at the world. The six themes are also transdisciplinary. The students explore each theme by looking at a 'unit of inquiry' In each unit of inquiry teachers pose a series of open ended questions that encourage students to explore all of its aspects.

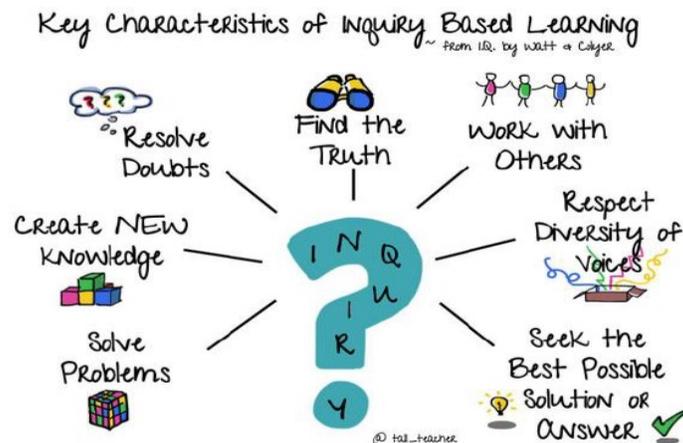
They include the following key concept questions:

|  |  |   |   |
|--|--|---|---|
| <b>FORM</b><br><i>What is it like?</i>   | <b>FUNCTION</b><br><i>How does it work?</i>  | <b>CAUSATION</b><br><i>Why is it like it is?</i>  | <b>CHANGE</b><br><i>How is it changing?</i>   |
| The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized. | The understanding that everything has a purpose, a role or a way of behaving that can be investigated.   | The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.    | The understanding that change is the process of movement from one state to another. It is universal and inevitable. |
| <b>CONNECTION</b><br><i>How is it connected to other things?</i>   | <b>PERSPECTIVE</b><br><i>What are the points of view?</i>  | <b>RESPONSIBILITY</b><br><i>What is our responsibility?</i>   |   |
| The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.       | The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings, perspectives may be individual, group, cultural or disciplinary. | The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference. |   |

Students look for answers to these questions in a variety of ways. They conduct surveys and analyse the results; they collect data, plot graphs, and look for patterns. They observe and measure physical characteristics, and develop and test hypotheses.

Your child will:

- develop a deep understanding of important concepts
- conduct research into knowledge which has local and global significance
- acquire and practice a range of essential skills
- be encouraged to develop positive attitudes towards learning, the environment and other people
- have the opportunity for involvement in responsible action and social service



## The Taught Curriculum

We are committed to structured, purposeful inquiry which places students at the centre of their own learning. The teacher facilitates the process of students becoming seekers rather than followers by asking open-ended questions, we believe that this is the way in which students learn in the most constructive manner. Students participate in engaging and motivational activities that enable them to develop a deep level of understanding. Student learning is characterised by the long-term retention of ideas and by an awareness of its connection with other things, including life in the real world.

The learning environment is a place where attention is given to the pursuit of knowledge and the acquisition of knowledge and skills. This is achieved through a variety of teaching and grouping strategies which support the school's defined goal.

### The Teaching of Language

At ISN we believe language is fundamental to learning and it permeates our Early Years and Primary Years Programme. By learning language as well as learning about and through language, we nurture an appreciation and love of literature and an understanding of effective use of language for different purposes.

The PYP provides a structure of language expectations which are identified over five phases. These phases are subdivided into four strands; listening and speaking, viewing and presenting, reading, and writing.

Our unique language scope and sequence documents identify the major expectations considered essential in the PYP: oral communication, written communication and visual communication.

### The Teaching of Maths

The PYP provides a structure of expectations for primary maths in four phases of development. Each of these phases build upon and complement the previous one. The phases are: number, data handling, measurement, and shape and space. Within each of these phases, there are different strands including: algebra; fractions; four rules of number; money; time.

Wherever possible mathematics is taught through the relevant, realistic context of the unit of inquiry, when this is not achievable mathematics is taught as a standalone subject.

We follow the White Rose Maths scheme which enables activities to be differentiated across grade levels.

### The Teaching of STEAM (Science, Technology, Engineering, Arts and Maths)

STEAM is an approach to teaching and learning that combines science, technology, engineering, the arts, and math to guide student inquiry, discussion, and problem-solving.

When combined together, the elements of each discipline can be employed to increase understanding and provide "real-world" learning experiences. In the Primary, each class has access to our fully equipped Makerspace, where children are encouraged to discover, build and explore the different elements. We are in partnership with Lego Education, which enables the children's interests in STEAM, to be stimulated through playful problem-solving and story-telling activities that prepare them to think in different ways rigorously and independently.

### The Teaching of Music

All children in the Primary experience two x 40 minutes lessons per week with our specialist music teacher. The main aims of the music lessons are to ensure the development of pupils' competences in music; their self-esteem, self-expression and personal enrichment, enabling each child to reach their full potential. The lessons are either based in the homerooms of the younger children, (EY-G2) or the purpose built music room, which is situated in the main school. Children are also offered the opportunity to learn an instrument with one of our peripatetic music teachers.

# International School of Nice

## An example of PYP Units of Inquiry Early Years to Grade 5

|  | Who We Are  | How We Express Ourselves   | How the World Works   | Where We Are in Place & Time   | How We Organise Ourselves   | Sharing the Planet  |
|---|---|--|---|--|---|---|
| <b>Early Years (Young Explorers + Pre-kindergarten)</b>                           | Through play we learn about ourselves, what we can do and build relationships | Unwanted materials can inspire creativity  | Tools help us to change the world around us   |  |   | Human activities have an impact on animal survival  |
| <b>Kindergarten + Grade 1</b>   | Traditional games, played in all cultures, help children develop skill        | Imagination is a powerful tool for creation and self-expression                    | Inventors design machines to make work easier   | Archaeologists can excavate clues about the past                     | People use signs and symbols to understand their world  | Life in our natural environment is interconnected   |
| <b>Grade 2</b>  | The contributions of significant people affect the world                      | Performing arts allow us to express ideas, feelings and creativity                 | Astronauts amass information about the solar system through space observation and exploration     | Past civilisations shape present day systems and technologies        | Cities and towns are designed to meet inhabitants' needs  | All living things go through a process of change that can be affected by human actions    |
| <b>Grade 3</b>  | The choices people make impact their health and well-being                    | Art provides a window into the beliefs and values of cultures                      | Light and sound help people experience their world  | Geographical features change over time and impact human settlement   | Transportation has changed the world we live in   | Humans are responsible for protecting the Earth's finite resources for future generations |
| <b>Grade 4</b>  | Learning about different cultures helps us develop global competence          | Stories can be told in many ways and help people share their ideas and experiences | Understanding forces helps humans use them  | Migration is a response to challenges, risks and opportunities       | Market places depend on the ability to produce goods and supply services                                      | Ecosystems rely on maintaining the interdependent balance of organisms within systems     |
| <b>Grade 5</b>  | The intricate systems of the human body are interconnected                    | Media is a powerful tool that can influence thinking and behaviour                 | Understanding the causes of natural disasters helps people prepare for and overcome their effects | Exploration leads to discovery, opportunities and new understandings | Action is inspired by making connections with local and global communities<br><br>Exhibition<br>All TD themes | Individuals and communities can contribute to more sustainable living                     |

## The Teaching of French

We recognise that the learning of languages provides a valuable educational, social and cultural experience for all children. Every pupil in the Primary school has the opportunity to acquire French within the normal school timetable at a level appropriate for individual's needs. French is integrated into the units of inquiry and provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects.

All primary students at ISN receive tuition in French. Students new to the French language begin by developing conversational skills and an understanding of French culture. Students at higher levels are able to further develop their linguistic competence, extending their knowledge to include communication and literacy skills.

Native speakers of French follow the curriculum guidelines of the French Ministry of Education.

However, the international dimension of our school is taken into account when planning the overall programme. Language and Social Studies form the basis of the French programme and, whenever possible, aspects of this programme are integrated into the units of inquiry.

In the Primary, we have two specialist French teachers who work with children from Early Years to Grade 5. In Early Years, French is taught as a whole group. From Kindergarten to Grade 5, the classes are split into beginner and intermediate/francophone groups to ensure the children are taught at their relevant level. Each grade level has 1 x 40 minute French lesson every day of the week.

## The Teaching of Physical Education

At ISN, we encourage active participation in a wide variety of PE and sports activities. Our Sports programme aims to promote physical, intellectual, emotional and social development through a balanced programme which includes gymnastics, dance and games.

Children have 2 x 40 minute lessons of PE per week. These lessons are taught by our team of specialist teachers who also teach in the Secondary school, which helps with the transition between sections. Children benefit from the gymnasium and outdoor facilities. It is important that on PE days, children come to school dressed appropriately for their lessons. If the correct uniform is not worn, children will not be able to participate.

Our swimming programme is also an integral part of our P.E. curriculum for pupils from Kindergarten to Grade 5. The children are taken to a local indoor swimming pool situated nearby, by private bus, accompanied by Mr Uzan and another member of staff.

**All students MUST take part in swimming lessons. If students are not well enough to take part in swimming lessons, they must provide a Doctor's Certificate. The homeroom teacher accompanies the students to the swimming pool and therefore there is no teacher available at school to supervise students not swimming.**

## The Teaching of Essentials (Personal, Social and Emotional) programme

Under guidance from the school Pastoral Director, a programme is taught to help children at each level to develop an understanding of health and wellbeing; relationships and living in the wider world-economic wellbeing and being a responsible citizen. Each day, pupils engage in dedicated activities for at least 20 minutes but the programme is also embedded across the curriculum in science, geography, PE and ICT.

## The Teaching of Outdoor Learning

At ISN, we recognise the importance of incorporating as many different opportunities for children to take their learning outside of the classroom. In Early Years, children have a purpose built classroom with its own Outdoor Area to enable children to choose when they wish to learn outside. For the Primary children, a purpose built Outdoor Classroom is available with a sandbox; mud kitchen; reading tower, STEAM area and staged area which is timetabled into weekly learning for all pupils to use. Each class has their own area outside the classroom which can be easily accessed via sliding doors. Throughout the year, ISN are involved in Globeducate Outdoor Learning events.

## Changemaker programme

In keeping with ISN's vision "to prepare today's learners to confidently embrace challenges as adaptable, empathetic global citizens who will be active contributors for a more sustainable world," we have launched CHANGEMAKERS. A dynamic enrichment programme which provides expanded opportunities beyond academics for students to be successful that includes a greater awareness of themselves and the wide range of options available to them, while developing the competencies to pursue those options and make good decisions as proactive, responsible citizens of the world.

While the school curriculum inspires, supports and nourishes learners to be open-minded critical thinkers and problem-solvers, CHANGEMAKERS offers expanded co-curricular opportunities for students to become even more actively engaged, visionary change makers.

CHANGEMAKERS is interactive, often project-focused and challenges students to use concepts in innovative ways.

### **Our goals:**

- Increase self-confidence
- Increase self-esteem
- Highlight creativity
- Encourage perseverance
- Awaken leadership skills
- Ignite passions
- Provide opportunities for discovery
- Instil ethics and human values
- Create a friendly, vibrant community

Primary students will participate in four different courses per week during each term. At the end of the week, students will celebrate their achievements through a theme-based assembly. Students will have the choice from 3-4 different activities per day and will be mixed with other grades. Early Years are taught as one unit; Kindergarten-Grade 2 as another and Grades 3-5 as the third. Activities on offer include drama, forest school, board games, film school, textiles, mindfulness, book club and many more!

The programme is carried out at the end of the day from 15h-15.30 and is lead by different teachers from throughout the school.

## REACH- ISN support programme

### English as an Additional Language (E.A.L)

ISN provides teaching of the English language to those students who come into the Primary with little or no knowledge of English. Such classes are small and are available to all students who need additional help in learning English in Grades 2 through to 5. Extra support is either given as a small group; 1-1 or as additional support in the classroom. Students will be dismissed from EAL lessons when they have reached a standard high enough to function independently in the mainstream classroom. Entry and exit criteria are in place to determine which students need EAL lessons and at what stage they are ready to exit. There is an additional fee for this programme.

### Special Needs Education / Specific Learning Difficulties

ISN offers appropriate and effective teaching support for children who have specific difficulties with elements of the learning process, which are unrelated to functioning in two, or more languages. This programme is available to a limited number of students who need special help. There is an additional fee for this program. If the homeroom teacher thinks there may be a learning difficulty with a student, they may seek the advice of the Sen Co to carry out observations. Parents will be consulted in all cases.

## Assessment

At ISN assessment is a collaborative process which occurs at all stages of the learning cycle. It is used to provide feedback on the learning process and judge the effectiveness of both teaching and learning. A variety of assessment strategies are used in assessing the student's progress. These include student-teacher consultation, structured observations, written assignments, performance tasks evaluated by means of assessment criteria and various forms of student self assessment. We also use school externally published standardised test materials through GL Education.

### Principles of Assessment

ISN Essential agreements: At ISN we agree to:

- Use summative and formative assessments to frame meaningful performance goals
- Show criteria and models in advance
- Assess before teaching
- Offer appropriate and varied choices
- Provide feedback early and often
- Encourage self-assessment and goal setting
- Allow new evidence of achievement to replace old evidence.

We recognise the importance of assessing the actual process of inquiry as well as the outcomes of inquiry, and aims to integrate and support both. In accordance with PYP guidelines we assess both formatively and summatively.

**Formative Assessment:** aids the process of learning; it is interwoven into daily learning and it helps teachers and children plan each stage of learning. Formative assessment and teaching are directly linked: neither can function effectively or purposefully without the other. Teachers give either verbal or written feedback for each piece of work, which the children also comment upon.

**Summative Assessment:** takes place at the end of the teaching and gives the children opportunities to demonstrate what has been learned. It also aids teachers to analyse the effectiveness of their teaching and of the programme.

We also stress the importance of peer and self assessment and reflection. In the final year of our PYP, Grade 5 students undertake a collaborative, interdisciplinary inquiry process that requires identifying, investigating and offering solutions to real life issues. As the culminating experience of the PYP, the exhibition offers an exciting opportunity to demonstrate independence and responsibility for their own learning.

## **Reporting**

### **Conferences at ISN include:**

**Teacher–student:** These are designed to give students feedback so they can reflect on their work and further refine and develop their skills.

**Teacher–parent(s):** These are designed to give the parents information about the student’s progress development and needs, and about the school’s programme. These are organised twice yearly.

**Student-led:** Student-led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. The conference will involve the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. The student identifies strengths and areas for improvement.

### **The written report**

Written reports are seen as a summative record for students, parents and the school of a student’s progress. Reports will clearly indicate areas of strengths, areas for improvement, and are helpful as aids to a student’s development. Children will receive three end of term reports per year.

## **Weekly Home Learning**

At ISN, we aim to develop the skills and attitudes for independent learning through a personal learning approach, which addresses the needs of each individual child.

Home activities should be mostly quality research-type, inquiry based activities along with encouragement of reading for both purpose and enjoyment. This is arguably the single most important habit to develop in children.

Home learning for all children is given Monday to Thursday. Weekend homework is sometimes given when a child has missed schooling or when it is deemed necessary by the class teacher. We expect the homework to be completed but if any problems occur, parents need to send either a written note or email to the relevant teacher.

### **Home learning will consist of the following :-**

Daily Reading (at least 10 minutes a day)

Spellings

Times Tables when required

Unit of Inquiry research and time to take ‘action’ as a result of the learning which has taken place.

Mini maths (a short homework lasting approx. 10-20 mins given each night to enhance number skills)

French home learning given when appropriate

All of the details for the home learning exercises will be updated to Seesaw daily.

## **School/Home Learning Platform-Seesaw**

At ISN, we use Seesaw, which is a **digital portfolio system that allows students to engage in learning activities and share their work with their teacher and their family.** The communication tools allow families to comment on student work and receive progress updates from teachers.

**Each child has their own log in which will be sent by the homeroom teacher. Please check this regularly for class updates; curriculum overviews; field trips; home learning tasks as well as seeing your child’s achievements in school.**

# GENERAL HELPFUL INFORMATION FOR PRIMARY AND WHOLE SCHOOL

## School Routines

School opens at **8:20**. Students should not be in school before **8:20** as there is no teacher supervision before this time. All children should be in the Primary school front playground between **8:20** and **8:30**. At **8:30**, the children will line up to enter the school and start classes. **Parents are not to come into the school with their child.** After **8:40** the gate to the school will be closed. Should parents and children arrive late, parents must ring the bell, and let their child go to their class alone. **Please be aware that it is very disruptive to the class and the child to arrive late.**

The Primary School children are dismissed between 15.40-15.50. They will await either their bus or their parents in their homeroom class. Parents should wait outside the main gate to collect their child at the end of school and not collect them from their classroom. Children still in school after 16.00 will wait outside the main office.

**Any changes of going home plans are to be emailed to both the class teacher and the Office at least a day before and latest by 11:00 on the day, not phoned in at the last minute.**

Parents must check with the office to make sure there is room on the bus if your child is taking a bus for the day. **Phone calls to the office after 11am and within the afternoon minutes to convey changes of scheduled departures, will not be accepted for the safety and security of your child.** If you are running late, your child will stay at the office until you arrive. However, we encourage all parents to be at school on time when collecting their children, as teachers often have meetings to attend after school and the traffic situation becomes more congested when Primary School parents arrive during the Secondary School dismissal.

## Absences and Attendance

Regular, consistent attendance is a condition to fulfil promotion requirements. Regular attendance helps in the achievement of academic success and must take priority over all other activities. Attendance of students in school is rigorously monitored by teachers of each class, who record the names of absent students in the school management system. Students are expected to attend every scheduled class every day.

ISN will honour absences for illness, and family bereavement. Each absence must be notified by a written note, from the parents to the homeroom teacher and section head. We particularly insist that the holiday periods must not be extended. Students who miss school due to extended holidays will have that absence counted as unauthorised. Parents are also requested to schedule medical, dental, and other appointments after regular school hours. There is no replacement for the learning experience of the classroom itself; work cannot simply be “made up” when absences occur.

**A student arriving late, after 8:35, must sign the register at the front desk. Parents must ensure that their child(ren) arrive on time to class. Recurrent tardiness is not tolerated. Lateness is disruptive and may lead to disciplinary action.**

It is also requested that parents do not enter the school without particular reason (appointment with the Director, a member of Administration or Faculty, PTA meeting...)

If a student is absent from school, these procedures should be followed:

- On the day of an absence, parents **must** notify the school by 8:15 am, sending in email to the homeroom teacher and section head.
- Anticipated absences must be approved by the Section Heads to be considered Excused Absence.
- Absences other than illness and/or family bereavement will be notified “unauthorised absence” unless specific circumstances

Parents will be contacted immediately if a student is absent with no notification from parents.

## **Early dismissal**

If a student must leave school early on a given day, the following procedures apply:

1. The parent must send a note to the homeroom teacher and section head before 11.00, requesting early dismissal. The school reserves the right to judge whether such a request is acceptable.
2. Parents or guardians must sign out the student before leaving the school.

## **Students who are unwell**

If a child is sick or has a fever, they must stay at home until they are better. Students should then **stay at home 24hours** after they have been sick to ensure they do not spread any illness at school.

They are required to notify the administration immediately of any contagious disease carried by a child, whose return to School will be dependent on the presentation of a medical certificate of being non-contagious.

Should a student become ill at School, every effort will be made to contact the parents or guardians. Upon admission to ISN, all parents are requested to complete an emergency contact form, which enables us to contact a third party or a doctor if necessary. Parents must also inform the school of any allergy or medical issues the school should be aware of.

## **The School cannot administer or provide medication for students, including paracetamol and similar medication.**

**Parents must inform the school of any medical/allergies/impediment for their child(ren) every year to Homeroom teachers.**

Each student is required to pass a medical examination at least once a year and to provide a medical certificate, which will be classified in the file of the pupil, specifying any inaptitude that may influence the participation in sports activities.

All students must be up to date with all required vaccinations and have the necessary vaccination certificates with the dates of validation and revaccination.

**In case of emergency, parents understand that the school is authorized to have their children transported to the nearest hospital offering the appropriate care.**

Any failure to abide by these rules renders the student and the family responsible by law.

## **School Buses**

ISN offers a daily bus service, and full information regarding the bus routes and fee schedules are available at the school office or [at this link](#). The buses follow the major routes with designated bus stops. Door-to-door service cannot be arranged. Bus regulations have been established for the safety, security, and comfort of those using the bus service. Any student who fails to abide by these rules will be suspended from using the bus service. (In these cases, no refunds of bus fees will be made).

For students remaining after school to participate in extra-curricular activities, there are special late buses which service most destinations on Mondays and Thursdays p.m. after extracurricular activities. Details of times and drop-off points will be issued early in the school year.

ISN rules and regulations regarding the use of the school bus are:

1. Students must be at the arranged pick-up point at the appointed time (bus drivers have been instructed not to wait);

2. Students must be seated, with their seatbelts fastened, whenever the bus is in motion and must not speak to the driver without absolute need;
3. Eating and drinking is not permitted;
4. Students must not shout or make excessive noise;
5. Students are expected to keep the buses neat and rubbish-free;
6. A student taking the bus to/from school must not get off the bus prior to arrival at school in the morning or arrival at his/her bus stop in the afternoon. A student may change his/her bus route only if the parents have informed the school office.

**Parents or a designated caretaker, are legally responsible for collecting their child from the bus each afternoon.** If parents are unable to be there, they must call at the reception or email the Section Heads **before 11.00**. The bus companies are instructed to keep children under 12 on the bus or take them to the nearest police station if the parents are not awaiting the child. No student will be allowed to use the bus without having a contract or a bus ticket (available from the Entrance Office until 14.20.)

Students are expected to respect the school rules during the bus travel to and from school. Any disruptive and/or disrespectful behaviour will lead to a sanction. Repeated offenses may lead to exclusion from the bus, partially or totally.

**ANY DAMAGE TO BUS PROPERTY WILL BE PAID FOR BY THE PARENT OF THE STUDENT RESPONSIBLE.**

#### **FOR INFORMATION :**

**The regular school day begins at 8:30 and ends at 16.00 ( ends at 15.40 for Primary School). Buses leave at 16:10 for all.**

**ISN is open from 8:20 am to 17:00 (17:30 in the case of after-school activities on Mondays and Thursdays).**

#### **Snacks and Lunches**

Children can participate in the school food service provided by the school. Documentation and contracts for this are provided with the school starter pack. Menus are published each week in the school newsletter.

Alternatively, students may bring their lunches from home to eat under supervision in the cafeteria (where microwave ovens are available for heating food).

Children should have a **healthy snack** every day to eat during the break times. This should be a piece of fruit, cheese/crackers, dried fruits, muesli bar etc. and not a whole packet of biscuits, crisps, chocolate etc. We have a **NO NUT POLICY IN SCHOOL** so please ensure your child does not bring any nuts for snack time or bring anything at lunchtime which may contain nuts.

We would like to discourage children from bringing sweets or candy to school as the students have initiated a healthy snack programme.

#### **Birthdays and Invitations**

Birthdays may be celebrated in school. Parents are asked to bring individually, wrapped small cakes to be given to each of the children in class. A small bag of sweets/treats may also be given for the children to take home with them.

**Birthday parties at the home are to be organised outside school time. Birthday invitations will only be given out at school if the whole class is invited to the party. Being left out hurts!**

## **Dress Code/Uniform**

The personal appearance of ISN students should reflect a respect for their school and the multicultural community. Appropriate/proper attire is required. Hats/caps must not be worn indoors, but may be worn outdoors at lunch and break time, or for P.E. classes. Parents are encouraged to label ALL of their children's clothing. Any dress, T shirt, or type of clothing which is obscene, libellous, or slanderous will not be accepted.

**We will not accept** the following:

- any kind of crop tops - girls or boys
- no **strapless** shirts nor t-shirts
- no "beach style" shorts or bermudas
- no "tennis court" style skirts

Footwear should be appropriate for Outdoor learning activities so no flip flops, tongs, or beach type shoes should be worn, along with no open toe sandals.

On PE days, the ISN PE kit should be worn with trainers.

A uniform will be introduced for Primary children in the second half of the Autumn term. Further details of this will be sent early in the new school year.

## **School Supplies**

A supply list is issued at the start of each school year. Please ensure all equipment is labelled and brought to school each day. Parents are reminded to check their child's supplies regularly and at the beginning of each term. Backpacks are the preferred bag choice for school. Wheelie bags take up a lot of room and are difficult to hang on pegs within the classroom.

## **Assemblies**

As part of our Changemaker programme, weekly assemblies are held when students come together to reflect on their week's achievements and share the work they have been doing in class. Parents will be invited once during the year, to a special assembly presented by the children in each grade. The dates of these specific assemblies, will be communicated to each grade's parents.

## **Extra-Curricular/After school activities programme**

Each semester, ISN offers a programme of extra-curricular activities which have included chess, yoga, arts and crafts, football and other sports and dance. The program is finalised after the beginning of each term. These activities are normally available to students from Grade Pre-k to Grade 5 on a Monday and Thursday, from 16.00-17.15. There are two late buses which are available to those children who need transport home.

## **Change of Address/Telephone**

If changing an address or phone number, the school office should be notified in writing immediately.

## **Communications**

Regular communication between the school and the home occurs in a variety of ways:

1. Online – the school communicates with students and parents via emails; Seesaw and the school website. In addition, the school maintains a page on Facebook / Instagram where students and parents can see photos of recent school events and activities.

2. In the early autumn term, an “Open House” is held in the evening to introduce parents to the Faculty and the curricula.
3. Two days are scheduled during the academic year for “Parent-Teacher Conferences”. At these times, parents may meet with individual teachers to discuss their children’s progress. Other conferences may be scheduled throughout the year, as necessary.
4. Detailed written reports are sent home in January, April and at the end of June.
5. A weekly newsletter, published by the Director and section heads, is sent via email on a Friday afternoon. It contains information about the school’s achievements, activities, and upcoming events.
6. Regular ‘Round Table’ discussions allow direct communication between the Director of the school and parents. These discussions address issues that arise during the year and enable the continuing improvement of the school as a reflection of parents’ concerns.
7. Parents are encouraged to communicate with the ISN faculty if they have any concern about their child(ren). A simple email to the teachers will help you set up an appointment.
8. Parents who have met with a teacher but are still dissatisfied should then meet with the Head of Section, and, if the problems still cannot be solved, with the Director.
9. Coffee mornings are regularly organise per grade along the school year.

### **Emergency Closure**

Should it be necessary to close the school at short notice (due to severe weather, transport strikes, sanitary emergencies...) a message will be sent to all parents via emails and Seesaw. It will also be left on the school answering machine.

If an early closure of the school is required, parents will be contacted directly by telephone.

### **Fire drills and Lockdowns**

The school is equipped with an alarm system and regular fire drills and emergency evacuations are scheduled several times each year. Instructions are posted in each classroom and all students are regularly made aware of emergency procedures. Students must respect the security advice given by the teachers or posted on the walls.

At least two lockdown exercises are planned during the school year to train students and teachers and make them aware of the procedures.

The school is inspected regularly by the French authorities to verify that national fire safety standards are met. Internal audits are led by the school’s security coordinators.

### **Field Trips**

The school arranges a variety of academic and/or extra-curricular field trips throughout the school year as an integral part of the programme. Some costs might be incurred. Any such outing undertaken is under the responsibility of the organising adult, and for these activities, parents of participating students must have the insurance *responsabilité civile*. Health insurance is included in trip fees. However, neither loss of property nor cancellation by a student is included. The deposit is non-refundable and we encourage you to take out cancellation Insurance to avoid financial loss in the case of student cancellation. ISN’s rules remain applicable during all field trips. Any participation in field trips is conditional to the student’s respectful behaviour prior to and during the trip. The code of conduct/handbook is signed by students and parents upon admission to ISN and is applicable at all times when a student is involved in any school related activity.

### **Insurance**

Currently, all students in the school are insured for "multirisques scolaires" (included in Tuition Fees). This insurance :

- includes civil responsibility and medical coverage in France
  - excludes loss or theft of personal belongings
  - excludes medical assistance, repatriation for school trips abroad, as well as cancellation and loss of baggage
- Parents are advised, however, to take out insurance for all risks, damages and loss excluded above.

## Toys, Mobile Phones and Personal Items

Children are responsible for their personal items which they bring to school. These include rings, watches, lunch boxes, school bags, sports bags and clothing. **Please make sure that coats, jackets and sweaters are labelled with your child's name.** Toys are not allowed in school except for a class activity. It is also strictly forbidden to bring to school or on school buses any objects which are dangerous such as, but not limited to, knives or guns (including paintball and other "toy" guns). School bags should be checked daily for homework and letters. Children are not allowed to use electronic devices and mobile phones in school. Mobile phones must be switched off at school. **Children are not allowed to use their phones during the school day.** If a problem arises, children need to inform the class teacher who will get in contact with the parents. Parents should inform the office if they need to contact their child.

## Library

The Primary School library, is home to more than 3,000 books and other media which are available for loan to students. Each class has a library lesson with the librarian once a week. Students may borrow two books at any one time, however restitution must be made for damaged or lost materials at the replacement cost.

## Parent Teacher Association

All parents are automatically members of the ISN Parent-Teacher Association and are welcome to engage and participate in ISN school events if they desire so. Parent Reps will be appointed at the beginning of the school year, during the Open School Sessions with Homeroom teachers. The Executive Committee, elected each Autumn, guides the activities of the association. These may include a Halloween Party, International Food Fair or a Winter/Spring Fête. Meetings of the Parent-Teacher Association are organised regularly. Please check the PTA calendar on the school's website. An annual subscription fee is payable to the PTA at the beginning of each academic year.

There is also a "Mental Health and Wellbeing Board" led by our Counsellor and the Director of Pastoral Care, to which parents are invited to participate in if they wish to contribute positively to the school's safe and healthy atmosphere.

## Pictures and School Photographs

Throughout the school year, students are often photographed and videoed as they participate in school activities, and these photos/videos may be used in brochures, documents and newsletters, as well as in the school's communication via, for example, the ISN website ([www.isn-nice.com](http://www.isn-nice.com)) and Facebook page. If you do not wish that photographs/videos of your child appear in these media, **please confirm this in writing** to the Communication Manager ([contact@isn-nice.com](mailto:contact@isn-nice.com)) so that we may respect your wishes.

## School Board

The School Board is composed of five members : The President of Globeducate France, the Globeducate CEO, the Director of ISN, and two members of the CCI : the vice president and the Director of the DFPA–Direction de la Formation Professionnelle et de l'Apprentissage.

The terms of reference of the School Board are:

- Nomination of the ISN Director proposed by Globeducate
- Definition of the main pedagogical and strategic orientations of ISN
- Consultation on the annual budget estimates (operations and investments) and on the annual accounts
- Consultation on the major investment programmes
- Consultation on the projects of agreements with third parties (public or private)
- Modification of the pedagogical programmes when this may have an impact on the school's strategy.

The members of the School Board commit themselves to respect the standards of governance as stipulated by CIS – Council of International Schools.

The parties commit themselves to respect the confidentiality of any points discussed when requested by one of the parties.

## Tuition and Fees

Parents agree to the rules and conditions by signing the contract on registering and re-enrolling at ISN.

All conditions concerning payment, refunds, entry or withdrawal during the year, and additional fees are viewed and discussed with the Director and the Finance Manager.

## General and Disciplinary Rules

### Safeguarding and Wellbeing

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and social development. The International School of Nice endorses the *UN Convention on the Rights of the Child*, of which our host country, France, is a signatory.

### Counsellor

A very experienced and qualified in-house fulltime mental health Counsellor supports individual students and families. The counsellor will also run workshops on topics such as Anxiety, behaviour management, eating disorder and individual students struggling with self-esteem issues. For privacy purposes, the Counsellor has a dedicated space to receive students.

### Pastoral Care

Wellbeing is a crucial factor for a student's academic achievement. Pastoral care is the provision the school ensures the physical and emotional welfare of our students and delivers safe and supportive environments to get the best out of them.

The Director of Pastoral care works closely with the safeguarding lead, the counsellor, the homeroom teachers and the section heads to ensure that the children are integrating well with other pupils and that any problems such as bullying, depression or school dropout are spotted and dealt with as early as possible.

ISN provides activities, opportunities and situations which develop resilience and resourcefulness, a training in good habits and, above all, the values and moral dimension which will allow the students to perform to their potential and sustain wellbeing throughout their life.

### Anti Bullying Policy

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- ⇒ physical (hitting, kicking, theft)
- ⇒ verbal (name calling, racist remarks)
- ⇒ moral (spreading rumours)
- ⇒ Posting defamatory information in electronic format (including photos) on the internet, on social media or instant messaging apps such as through Facebook, YouTube, MSN messenger etc.

Pupils must be encouraged to report bullying immediately, either for themselves or their fellows, to their homeroom teacher or any staff member.

Faculty, parents and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

## **Implementation of anti-bullying policy within the school**

The following steps may be taken when dealing with incidents:

- ⇒ If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- ⇒ A clear account of the incident will be recorded in writing and given to the Director and saved in the Safeguarding Drive.
- ⇒ The Director and either the Principal or the Primary School Principal will interview all concerned and will record the incident
- ⇒ The homeroom teacher will be kept informed and he/she will advise the appropriate subject teachers
- ⇒ Parents of both the victim and the perpetrator will be informed
- ⇒ Constructive sanctions and disciplinary measures will be used as appropriate

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, homeroom time, assemblies and subject areas as appropriate, in an attempt to eradicate such behaviour.

**It is strictly forbidden to take pictures/screenshots or film the classes. Teachers and students have a right to image that must be respected by all. The use of pictures and names on social networks and/or platforms without consent is strictly forbidden.**

## **Conduct**

In our goal to help students develop the IB Learner Profile and Attitudes, the Primary School will work with students and parents to address behavioral problems.

Disciplinary action may be necessary in certain circumstances in the Primary School. These may include inappropriate behaviour in class, on the playground, on the bus or anywhere else on the school premises.

Examples of inappropriate behaviour are as follows:

- **Disruptive behavior in class, on the playground, in the lunchroom, on the bus**
- **Uncooperative behavior in class, playground, bus**
- **Refusal to obey school rules**
- **Hitting, slapping, kicking**
- **Destroying property**
- **Bullying**
- **Stealing**
- **Fighting**
- **The use of inappropriate language**
- **Rudeness to students and/or teachers**
- **Throwing items on the playground, in the classroom or on the bus toward another person**

### **Steps in Disciplinary Procedure**

1. Verbal communication to student of offense by class teacher
2. Apologies (written or verbal)
3. The loss of a breaktime
4. Note to parents making them aware of situation
5. Student sent to Primary School Principal, Director made aware of situation
6. Written communication by class teacher for meeting with parents
7. Written communication to parents for meeting with Primary School Principal and class teacher
8. Further meeting with parents may lead to suspension
9. Meeting between parents, Primary School Principal and Director

### **Serious breaches of regulations/Disciplinary sanctions:**

**Some very serious breaches may require a specific procedure.**

## E - LEARNING AT ISN

We do not offer the option of blended learning in the Primary but in the event of E-learning having to take place, please see below our guidelines.

ISN would like to remind students that attendance is one of the most important factors for success.

### Before class:

- If you are not able to attend, please notify your teacher.
- Make sure you have a fully charged iPad or other device with access to “Zoom” - devices should have any time restrictions removed for the duration of the online learning in order to ensure that students can access all necessary apps.

*Parents are encouraged to assist their children to connect to the platform if they have difficulty*

- Make sure you are in a quiet isolated space, to help you concentrate
- Be dressed appropriately for online learning and live sessions and your background screen and/or profile picture should also be appropriate
- Try and be well prepared before the lesson starts (breakfast / lunch done, no snack, toilet before the lesson...)
- Have paper or a notebook and writing materials when/if necessary
- Any other specific equipment such as maths equipment, textbooks etc. will be specified by the teacher at the beginning of the lesson
- All phones must be switched off during the live sessions

### During class

- Respect the daily time table
- Students must be present and on time for all live sessions with all camera functions “ON”.
- **Photos/screenshots and videos are strictly forbidden.** Neither parents nor students are allowed to take photos or film during the classes to respect the privacy of teachers and students
- Students must use the “Chat” appropriately and respectfully
- Parents of students in Lower School may be invited when/if necessary to join their children.
- Parents must remain vigilant regarding online use, however, they are asked not to intervene in classes, unless prompted by the teacher. This includes helping students, answer questions, solve problems, etc.

### After class

- Make sure to leave the classroom by exiting the window
- Follow your class schedule to go to your next class
- Please ensure all work is sent to your child’s teacher.

## IMPORTANT

**It is strictly forbidden to take pictures/screenshots or film the classes. Teachers and connected students have a right to image that must be respected by all.**

