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ELEMENTARY SCHOOL

STUDENT/PARENT
HANDBOOK



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Welcome to the ABA Elementary School

Dear Parents,

Welcome to the ABA community!

My name is Justine Smyth, and it is both an honor and a pleasure to introduce myself as the new Elementary Principal.

As a newcomer to Oman, I am filled with gratitude to join this dynamic learning community, and I look forward to getting to know you and your child. I have lived and worked in international school settings for the past 27 years, primarily in Asia, and bring 15 years of leadership experience across three international schools. I am deeply committed to nurturing globally minded, curious, and compassionate learners. As a parent of two daughters who graduated from Jakarta Intercultural School and are now studying at universities in Australia, I have seen firsthand the transformative power of international education.

The elementary years are a formative time in a child's development, when experiences shape both identity and understanding of the world. At ABA, we are dedicated to creating a safe, inclusive, and engaging environment where students are encouraged to explore, take risks, and grow both academically and socially.

Our experienced and student-centered educators are committed to professional growth and are passionate about delivering meaningful, inquiry-based learning. We believe that strong partnerships between home and school are essential to a child's success. As such, we value your voice and welcome your involvement in our learning journey together.

Our purposefully designed campus supports authentic learning, and we encourage you to visit and see the joyful learning taking place in our classrooms each day. Please take time to explore this handbook as it provides helpful information for both new and returning families.

Our door is always open, and we invite you to reach out at any time. We are here to support your child's learning and your family's transition to ABA.

We look forward to partnering with you and welcoming you in person on campus.

Justine Smyth
Elementary School Principal

Who We Are

Founded in 1987, ABA educates the next generation of leaders and innovators, inspiring them to make a positive impact on their world. The leading International Baccalaureate Continuum School in Oman, and a non-profit, ABA enrolls over 950 students from Kindergarten through Grade 12, representing over 70 countries. We are a non-selective school and our Diploma programme results are continually well above the world-wide average. With over 20 staff nationalities, we are truly a diverse workplace and learning environment.

MISSION, VISION AND VALUES



THE IB LEARNER PROFILE

The Learner Profile guides all three programmes and lists the attributes we hope to develop in our students as they become internationally-minded lifelong learners.

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 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.

THE ABA WAY

Roles, Responsibilities and Expectations

THE ABA WAY

The ABA community lives its mission and exemplifies its values on a day-to-day basis to fulfil its vision. The ABA Way thrives through its active local and global citizenship, creating a collective responsibility to maintain a positive climate of mutual respect, fostering trust, and celebrating differences. Our diversity is our collective strength, and we strive to safeguard, value and nurture each member of our community.

GLOBAL CITIZENSHIP

The IB Learner Profile articulates the characteristics for learners to develop as global citizens. At ABA, global citizens have an understanding of themselves and the world around them. They are curious to understand and learn from different cultures; and make a difference for the betterment of all.

Global Citizenship and Intercultural Learning at ABA

At ABA we believe authentic and experiential learning fosters kindness, ethical decision making, respect for diverse perspectives, and diplomacy. ABA empowers our community to become global citizens who take action to make the world a more peaceful, socially just, and sustainable place for all.

As members of the ABA community, we have a collective responsibility for promoting and maintaining a school climate of trust and respect. Through building a strong parent-school partnership, student achievement, success, and well-being will be supported. Shared expectations of respective roles, responsibilities and expectations in line with our Mission, Vision and Values, will help ensure that the school culture continues to be one where all feel safe and valued.

Members of the ABA community (parents, staff and students) are expected to:

- Respect the laws of the Sultanate of Oman, the School's policies*, protocols and procedures**.
- Embrace the School's Mission, Vision and Values.
- Support the School's curriculum, programming, and pedagogy.
- Support the Parent-Teacher Association (PTA) and Booster Club in school activities and events to enhance our sense of community.
- Promote and support efforts to maintain safety and security by following procedures or directions given by the ABA security and traffic staff.
- Treat all ABA employees, parents and students with civility, honesty, and respect.

-
- Presume good intent in communications and take any personal questions, inquiries or concerns directly to the person who is responsible or closest to the issue, using the published communication guidelines**.
 - Work together with the school employees and other parents, as appropriate, to support the academic, social, and emotional plans for students.
 - Attend appropriate meetings/conferences.

Parents

- Provide a home environment that supports the development of positive learning attitudes and habits.
- Stay informed about your child(ren)'s progress and experience.
- Attend appropriate school meetings/conferences.
- Keep up to date with school news through publications, emails, newsletters, and social media.
- Encourage full attendance and punctuality; please avoid taking family holidays outside school holidays.
- Inform the school of any change of address, email details, or personal circumstances. If you will be out of town and your children will be cared for by another person, please provide up to date contact information for that person and the dates of your trip.

(Adapted from the following Sources: National Association of Independent Schools, International School of Luxembourg, American International School Lusaka)

* The Policy Manual can be accessed from admin upon request

** The Student and Parent Handbooks are kept on the school's website.

The ABA Way is not intended to be fully definitive or exclusive. Where specific issues are not addressed above, conduct will be judged on the basis of what is morally, legally, or socially acceptable within the context of our school.

In enrolling your child(ren) at ABA, parents should understand and agree to the ABA way. Not doing so may lead to the school taking action. If a parent/guardian has engaged in significant or repeated violations of this understanding, the School reserves the right to discontinue enrolment or not to re-enrol a student.

DEIB Commitment Statement

ABA is a vibrant learning community where diversity, equity and inclusion are embedded in our values, committed to ensuring that each unique member feels a deep sense of belonging.

The ABA community is proudly diverse:

We honour our differences, both visible and invisible. We unite as a welcoming and caring community, while celebrating our diversity of nationalities, languages, faiths, cultures, backgrounds, values, physical characteristics, abilities and identities. We commit to maintaining an environment where every individual is valued and respected for their unique experiences and contributions whilst respecting the culture and values of our host country.

The ABA community is committed to equity:

We strive to develop equity by ensuring that all members of our community are treated fairly, and that our norms, systems, and practices support all to thrive, regardless of identity. We actively seek ways for each member of our community to be respected, valued and honoured for their uniqueness.

The ABA community is inclusive:

We aim to explore and understand the differences and unique needs in our community that require us to actively work to ensure that each member can thrive. We expect and value learner diversity, offering pathways for varied success. Our inclusive culture should support individuals and groups to be proud of their uniqueness, feel safe, valued and respected.

The ABA community is committed to fairness and anti-bias:

We take a proactive approach to tackling all forms of racism, discrimination, inequality, prejudice and bias. We commit to a zero-indifference approach, meaning that harmful or hateful conduct will not go unaddressed. As a zero-indifference community, all members have a responsibility to name and respond to every biased behaviour, every time it happens.

The ABA community is a place of belonging:

We commit to developing and upholding a culture of respect, understanding and collaboration that supports every individual to feel accepted and part of the ABA community, who is seen, heard, safe and valued as their authentic self.

We commit to this important work, to ensure that each member of our community is empowered to be their authentic selves, inspired to learn, understand and explore our diverse perspectives, and challenge harmful behaviour. We understand that upholding the values of DEIB is a journey of growth, and are dedicated to ongoing, courageous reflection and action planning.

Accreditation

ABA is fully accredited by the Council of International Schools (CIS), the Middle States Association of Colleges and Schools (MSA). ABA is authorised to offer the International Baccalaureate (IB) Primary Years programme (PYP), Middle Years programme (MYP) and Diploma programme (DP).



Governance

The governance of ABA is vested in a Board of Directors which has the ultimate authority of the School. The majority of the Directors are parents of children currently enrolled in the school. As stewards of ABA's future, the Board of Director's primary responsibilities include ensuring the long-term viability of ABA through fiscal responsibility, sound governance and strategic planning in conjunction with the Head of School and Senior Leadership Team (SLT).

To learn more about:

[Board of Directors](#)

[Senior Leadership Team](#)

[Faculty, Specialists and Staff Directory](#)

[Parent Teacher Association](#)

[Booster Club](#)

The Elementary School Team

ES Principal	Justine Smyth	jsmyth@abaoman.org
ES Assistant Principal	Erum Banatwala	ebanatwala@abaoman.org
Assistant Principal (Early Childhood)	Maria Trindade	mtrindade@abaoman.org
ES Counsellor	Allison Clark	aclark@abaoman.org
ES Counsellor	Shari Dixon	sdixon@abaoman.org
PYP Coordinator	Daniel Barker	dbarker@abaoman.org
EdTech	Kirk McCullough	kmcullough@abaoman.org
Teacher Librarian	Megan Devine	mdevine@abaoman.org

FAMILY CLASSES		
Jennifer Wilson	Laxmi Sridhar	Kim Sutton
KINDERGARTEN		
Jennylyn Curiano	Rosalind George	Emma Mitchell
GRADE ONE		
Kamila Al Marhubi	Marina Barker	Clare Dreyer
GRADE TWO		
Naureen Khurram	Colette O'Driscoll	Rebecca Hung
GRADE THREE		
Amanda Duffield	Hayley Saunders	Nisreen Ibrahim
GRADE FOUR		
Vicky Beech	Veena Nambiar	Leanne Elderkamp
GRADE FIVE		
Fereshteh Saeedi	Keesha Archard	Simon Norton

SPECIALIST TEACHERS

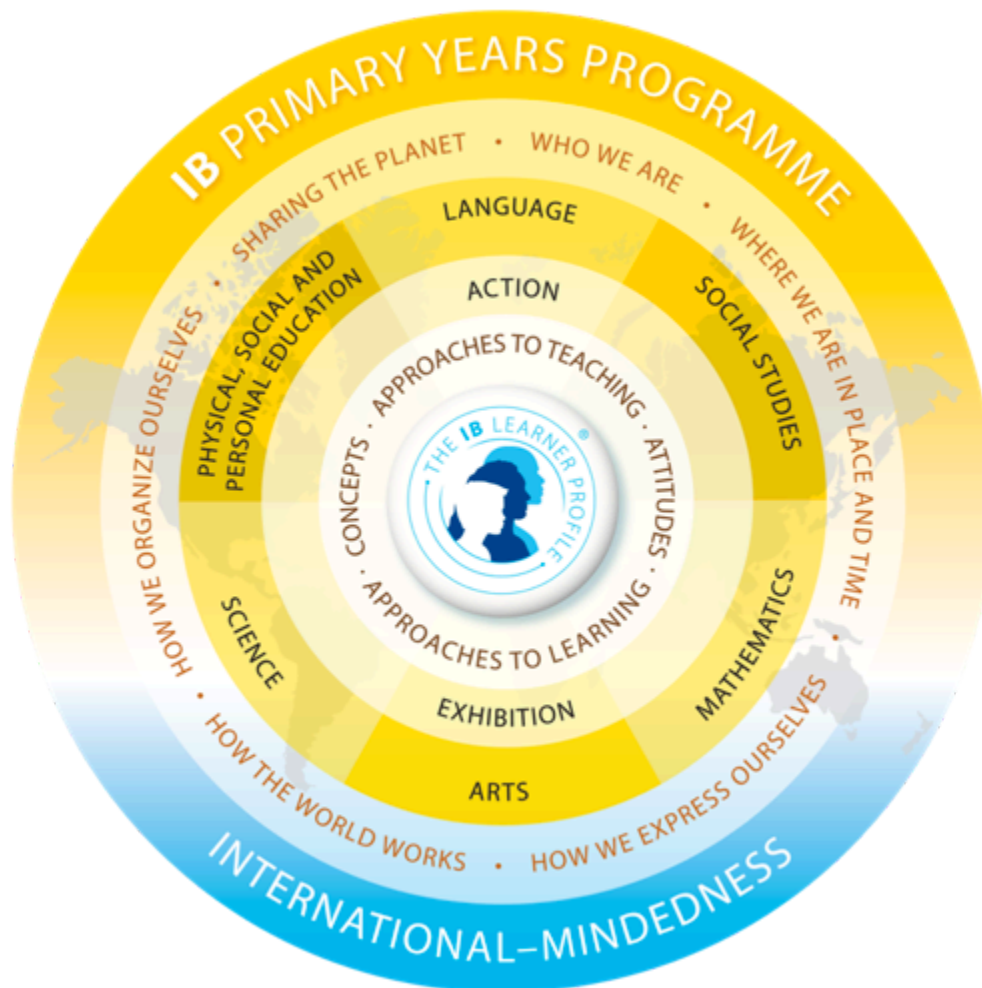
PE		
Miss Nadia Baghdadi	Scott Demellweek	Brooke Stephens
VISUAL ARTS & MUSIC		
Adrian O'Byrne	Shilpy Dixit	Erin Babb
Zita Gange		
WORLD LANGAUGES		
Yara Hanna	Nuha Al Abri	Salma Al Riyami
Mariangel Delgado	Astrid Monfort	

LEARNING SUPPORT AND EAL

Hye Ra Chu	Sylvania Frank	Tatjana Mucalov
Natalie Edgerly	Miguel Vazquez	
Nadia Sheikh	Stefni Habachi	

Our Curriculum

ABA follows the International Baccalaureate's Primary Years Programme as its curriculum framework in the Elementary School.



The International Baccalaureate Primary Years Programme (PYP) is part of the IB continuum of education, leading into the IB Middle Years (MYP) and Diploma Programmes (DP), which are also offered at ABA. The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas and transdisciplinary skills, with a powerful emphasis on inquiry.

THE PROGRAMME OF INQUIRY

The subject areas of mathematics, language, science, social studies, arts and personal, social and physical education are organised under six transdisciplinary themes. These themes provide ABA with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas:

Who we are	An inquiry into the nature of the self; beliefs and values; person, 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 relationship 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 organisations; 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 other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Each transdisciplinary theme is addressed each year by all students from Grade 1 to Grade 5, with students in EC exploring four of the six themes. These transdisciplinary themes help teachers to develop a programme of inquiry - units exploring important ideas and requiring a high level of involvement on the part of the students. These units of inquiry are substantial, in-depth and usually last for several weeks.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education.

All students will come to realise that a unit of inquiry involves them in an in-depth exploration of an important idea and that the teacher will collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

THE EARLY CHILDHOOD PROGRAMME

Our early childhood programme caters for 3-6-year-olds in a safe, well-resourced and inspiring learning environment. We base our programme on a foundation of play. Children develop a range of skills, knowledge and understanding with the guidance of our experienced Early Childhood teachers and Teaching Assistants. We capitalise on young children's natural desire to explore, inquire into and understand themselves and the world around them. Our EC curriculum is developed within the PYP framework and gives children the best possible foundation for later success in their elementary years.

We offer the following classes in our Early Childhood programme. Our family classes (FC) are mixed age, including FC1 and FC2 students.

Class	Age range	Session timing
FC	FC1: 3-4-year-olds (age 3 by 31st August) FC2: 4-5-year-olds (age 4 by 31st August)	7.45am-1.30pm
KG	5-6-year-olds (age 5 by 31st August)	7.45am-2.45pm

Each class has a dedicated Teacher and a Teaching Assistant. In addition, our FC and KG students have specialist teachers for Physical Education, Performing Arts and Library.

What are “family classes”?

“...the deliberate mixing of children from various age groups of more than one year in the one class.”

This model is frequently used in early childhood settings due to its many benefits. In the same way that children of different ages in families live, play and learn together, family classes allow children to learn from each other, for younger ones to feel supported and nurtured by their older peers, and for the older ones to develop their leadership skills. In terms of learning, when we mix students in this way, we can treat them as individuals and honour their different rates of development.

“In a mixed-age group, a teacher is more likely to address differences, not only between children but within each individual child. In a mixed-age group, it is acceptable for a child to be ahead of his or her same-age peers in math, for example, but behind them in reading, or social competence, or vice versa.” Katz (1995)

We allocate children as FC1 or FC2 within our EC family classes based on their birthday and administrative purposes. Still, they are all considered to be unique and equal members of the learning community.

What are the benefits?

Mixed-age classes have been widely used in school since research began exploring their benefits as far back as the 1980s. More recent research continues to support the many benefits of this model, including:

- supports social-emotional development in both older and younger students
- fosters a sense of uniqueness for each child - rather than feeling pressured to keep up with their peers, children have an opportunity to find their own voice and develop their individuality
- encourages cooperation rather than competition
- improves confidence, tolerance and a feeling of security

“Benefits include more holistic, child-responsive curriculum practices that consider the understandings, capabilities and dispositions that children need for future work, e.g. working in diverse environments that seek workers who are multi-skilled, literate, cooperative, creative, adaptable, independent and resourceful.

Children and teachers usually have the opportunity to work together for more than one year, which enhances continuity of learning and the forming of positive relationships with teachers and children, and between children.

Because of the mixed age group, the younger children benefit from the positive models of older children, often aspiring to their levels of capability. At the same time, the older children rise to the

expectations of the younger children and teacher, being very responsible and having opportunities to lend and use their expertise.”

Articles about Multi-age Education (2006; p3)

How does this affect the curriculum and my child’s progress?

As a play-based PYP programme, the early childhood curriculum focuses on knowing our learners as unique individuals. The four learning domains enable children to develop at their own pace, with teachers observing and supporting their progress and next steps.

The model for family classes means that FC1 students can benefit from two years with the same teacher, who will get to know them very well and continue to support their growth. In their second year in a family class, students become the older group in the class, with opportunities to support and guide their younger peers.

The curriculum will work on a two-year rolling cycle of units of inquiry, so children will not repeat the same units. We focus on each child's development in the four domains of learning and provide learning experiences that challenge each child wherever they are in their learning.

What about the ratios?

We roughly aim for one-third of students to be in the younger range and aim to keep the classes as balanced as possible between the two grades.

What and how do young children learn in Early Childhood ABA?

Children in EC learn through play, and their development is viewed holistically through four domains of learning:

- Personal, Social and Emotional Development
- Physical Development
- Cognitive Development
- Creative Development

For more information about learning in Early Childhood, please see the [PYP Curriculum Guide](#)

COUNSELLING

The comprehensive elementary counselling program at ABA is provided to all students in FC through 5th grade. The school counselling curriculum encompasses a wide range of skills and topics, including emotion regulation, problem-solving, empathy development, child protection, bullying prevention, and many more. Throughout the school year, all students in ES participate in classroom lessons every other week with the counsellor where they learn and practise the many skills required to be resilient, kind, and empathetic members of the ABA school community. All children can access short-term counselling support and services throughout the school day when

needed as the counsellors also provide drop-in office times and playground support for in-the-moment difficult feelings, friendship challenges, and conflict resolution.

In addition to the core services provided to all children, the counselling team also offers targeted support for students with individualised needs to allow for the highest potential of every child's social-emotional success at school. At ABA, we know that children feeling a sense of safety and belonging within the community is a critical contributor towards long-term academic achievement. Counsellors provide pull-out small-group learning for targeted subjects within the social-emotional domain throughout the year, transitions support for both new and departing students, and one-on-one support when needed. The counsellors work in close partnership with parents, homeroom teachers, specialist teachers, and learning support faculty members to ensure that each individual student is being provided consistent tools and communication required to support their growth and comfort at school.

INCLUSION AND LEARNING SUPPORT

ABA is equipped to provide support for a managed number of students representing a range of mild, moderate, and intensive learning needs. ABA faculty, including the Learning Support team, is committed to working collaboratively, flexibly, and with an inclusive mindset to ensure that all students can overcome barriers to learning and achieve success within the school's programme.

ABA is an inclusive school and we will admit students with special educational needs only where we have appropriate resources to ensure the student can experience success. [see Inclusion and Learning Support Operational Policy]

Support is provided for students who present with barriers to learning, students with specific diagnoses that affect their learning, and students for whom English is not their first or best language. Students are supported in a variety of ways including through adjustments in the classroom, short group interventions, individual intervention plans, or individual learning plans for learners with a diagnosed barrier to learning. Our learning support teachers are fully integrated into the instructional team and therefore work with all students in collaboration with homeroom teachers.

English Language Acquisition (ELA) in the PYP

In Grades 1-5, students who are learning English as an additional language will receive focused support from a dedicated ELA teacher throughout the academic year. From the time that students begin ELA, parents, teachers and students work closely together along this language journey. WIDA and other assessments are used to monitor the students' growth in all four domains; listening, speaking, reading and writing. An asset-based approach combined with evidence-based practices enable the English language proficiency of identified students. The goal

of ELA is to facilitate learning where our young learners have meaningful academic experiences and success with the curriculum in the classroom.

LANGUAGE ACQUISITION PROGRAMME

In KG, **all** students study Arabic, our host language and receive four 40-minute lessons per week. The programme is designed as an introduction to the language through games, songs, and fun activities.

Starting in Grade 1, students select one language: Arabic, French, **or** Spanish to study through to Grade 5. They receive four 40-minute lessons per week in their chosen language.

Students are expected to remain in the language they initially select, as language classes are designed for long-term progression and consistency. Changes between language courses are not permitted mid-programme. Language changes may only happen at key transition points, specifically at the start of Grade 6 (MYP) and Grade 11 (DP). Class sizes are limited, and placement is determined on a first-come, first-served basis, with a maximum of 22 students per class.

Students choosing French or Spanish are placed in a beginner group (“New to French/Spanish”), as these languages are currently offered only at the introductory level in Grades 1–5.

Students choosing Arabic are grouped according to their language proficiency level:

- **New to Arabic:** Little or no previous exposure to Arabic.
- **Arabic Learners:** Some experience with Arabic as an additional language (e.g., through school).
- **Arabic Speakers:** Background in Arabic and/or regular exposure to Arabic outside of school.

All students undergo a comprehensive Arabic language assessment that evaluates the four key skills: reading, writing, listening, and speaking. The assessment includes interactive activities designed to accurately determine each student’s proficiency level.

For more advanced learners, receptive language skills are assessed to determine understanding of Arabic language features, and how students use descriptive Arabic language to fully express themselves. Students are also assessed on their current level of reading comprehension and awareness of grammar when exploring more advanced Arabic text.

These language assessments allow teachers to group students according to their Arabic proficiency and needs. If and when students demonstrate an improvement in their language skills, Arabic teachers will perform additional assessments to determine if the student should move to a different Arabic learning group. It is important to note that students need to consistently demonstrate the skills required for more advanced language learning opportunities.

Language Change Procedure in ES (G1-G5)

Students are expected to remain in the language they initially select, as language classes are designed for long-term progression and consistency. Changes between language courses are not permitted mid-programme. Language changes may only happen at key transition points, specifically at the start of Grade 6 (MYP) and Grade 11 (DP). Class sizes are limited, and placement is determined on a first-come, first-served basis, with a maximum of 22 students per class.

EDUCATIONAL TECHNOLOGY AND DIGITAL CITIZENSHIP

Educational Technology is of great importance at ABA. Our philosophy for the use of technology is that it should be an integral tool for learning. Therefore, we have integrated the use of technology into our programme, ensuring the students all use technology for investigating, creating, communicating, collaborating and organising; as well as working towards becoming responsible digital citizens.

Students from Early Childhood to Grade 2 have regular access to school iPads. Students in Grades 3-5 are required to have their own device to access the curriculum fully. [The specifications and requirements can be found here.](#)

All students are required to review our Responsible Use Agreement for Technology, discuss with their parents, then sign the agreement here: [ABA Elementary Student Responsible Use Agreement for Technology 2024/25](#) (a copy of its contents can be found in [Appendix A](#) for your reference)

DIGITAL SAFETY

In order to provide a safe and effective learning environment, iPads and MacBooks must be properly set up with Apple Family Accounts and have Screen Time enabled to restrict the downloading of apps and to limit access to inappropriate content. The school will provide training at the beginning of each school year to go over these processes in detail and you are encouraged to reach out to our Ed Tech Integrator Kirk McCullough at kmccullough@abaoman.org if you have any questions or need support.

As we work together to support our children to navigate appropriate use of devices, a reminder that most communication apps have an age limit of 13+. You are strongly encouraged to monitor your child's use of devices. Our digital citizenship programme aims to teach children about appropriate and safe communication, but we cannot intervene in situations where our students are communicating with each other digitally outside of school. As a learning community, it is important that we have a shared understanding of the appropriate use of technology both inside and outside of school. Social media in particular can have serious deleterious effects on children

and research shows that peer pressure is a key component for social media addiction in children. The choices we make at home with how we allow children to access and interact with technology and social media have real and serious consequences, both for our own children and the larger learning community.

Students are not to bring mobile phones or smart watches to school. These devices pose a safety risk to the learning community as they are small and discrete and can be used to take videos and send communications without the knowledge of other parties. Students should not communicate electronically with anyone (including parents) while at school without teacher approval.

As artificial intelligence (AI) becomes more ubiquitous in society, it is important that we keep up with how our children interact with it. Many AI apps have age limits (e.g. Chat GPT users must be 13 years or older) designed to keep younger children from using them unsupervised. Ensure you know what AI your children have access to, how they are using it, and that they understand it should not be used without adult supervision. ABA provides regular training on AI for parents every year.

LIBRARY

The elementary library offers a wide range of physical and digital resources for the ABA community. Our online resources are thoughtfully curated to support learner-initiated inquiry inside and outside the classroom. Students engage with age-appropriate educational websites, specialised search engines, research databases, image libraries, videos, and stories, all designed to strengthen their research, thinking, and communication skills.

In addition to digital resources, the library boasts a broad and diverse collection of books, including non-fiction, fiction, world languages, graphic novels, and picture books. These books not only encourage reading for pleasure but also foster vital literacy skills and serve as windows to other worlds.

The elementary librarian collaborates with the community to curate collections, design library services, and create learning experiences that cultivate curiosity, stimulate critical thinking, and promote reflection. The library offers various programs and personalised recommendations to meet the needs of all students. Students in grades FC - 2, visit the library on a fixed lesson schedule, while grades 3- 5 enjoy collaboratively taught lessons focused on their units of inquiry. Additionally, students in grades 1-5 can visit the library before/after school, during break time, and with their teacher's permission throughout the day.

The library is open to all community members from 7:15 AM to 8:30 AM and 2:30 PM to 4:00 PM. Community members can borrow up to 10 items per visit for a two-week period.

ACADEMIC INTEGRITY IN THE PYP

Learning communities support students in becoming responsible digital citizens, who make informed, ethical choices while acting with integrity. In a globally connected digital world, students are responsible for their actions, value the rights of others, exercise academic integrity, and practise safe and legal behaviours. (IBO, 49)

At ABA, the focus in PYP is on educating students about ethical ways to use information from others. Students are encouraged to acknowledge inspiration from others, and talk about the difference between this and their own ideas. In Grades 2 through 5, students are taught research skills, including:

- How to record information you find
- How to synthesise and interpret information
- Evaluating and communicating what you have learned
- How to use search engines, websites and webpages
- Evaluating sources of information
- Citing sources including creators, authors, web sources etc

There are no formal procedures for reviewing student submissions in the PYP. However, should an instance arise where there is cause for suspicion, it is used as a learning opportunity. The teacher will speak individually with the student to identify any issues with academic integrity, and will work with the student to correct improper citations or plagiarised content. Parents are involved if appropriate.

THE GRADE 5 EXHIBITION

The Exhibition is an integral part of the PYP for all students. In the final year of the programme, students undertake a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. As the culminating experience of the PYP, the Exhibition provides students with an exciting opportunity to demonstrate independence and responsibility for their learning.

AFTER SCHOOL ACTIVITIES (ASAs)

The Elementary School offers a broad range of activities run by faculty for students in Grades 1-5, offered on Sundays, Mondays and Wednesdays from 2.50pm-3.35pm. There are four seasons in the school year, each running for around 6-8 weeks. This gives students the opportunity to sign up for two different activities each season.

Ahead of each season, the schedule is published and parents have an opportunity to discuss options with their children before sign-up opens. You are asked to select three choices in priority order, and we do our best to allocate spots based on availability. Please note that while it is best to sign up as soon as possible after the form opens, early sign-up does not automatically give you all your choices. We hope that each student will get at least one of their selected activities, two where possible.

What kind of activities are on offer?

Each season, we approach activity leaders and finalise the schedule. We cannot always guarantee that preferred activities will be available each season, but do our best to provide a varied programme. Some examples of activities we have run in the past include:

Creative activities	Sport and active pursuits	Fun learning
<ul style="list-style-type: none">• Dance and drama• Arts and crafts• Photography• Paper crafting• Still life drawing• Salsa dancing• Play Doh stories• Lego club• Big blocks• Viper Vibe (choir)• Food without cooking	<ul style="list-style-type: none">• Basketball• Cricket• Football (indoor or outdoor)• Gymnastics• Tag Rugby• Fitness• Badminton• Fun sports• Cross country running• Yoga	<ul style="list-style-type: none">• STEM club• Creative writing• Library Ambassadors• Fun and games in Arabic• Story club• Maths games• Nature journaling• Board games

Information about the activities available and the sign-up procedure is shared by the ES Admin Assistant ahead of each season. For questions about ASAs, please email esadmin@abaoman.org

The School Day

DAILY SCHEDULE

Classroom doors open at 7.30am for all classes.

	Class	School day timings
Early Childhood	FC	7.45am - 1.30pm
	KG	7.45am - 2.45pm
	G1-5	7.45am - 2.45pm

Students in Early Childhood benefit from a staggered start and end time for the first few weeks to help them settle in. Information will be sent to parents about arrangements for the beginning of the year.

All Early Childhood, Grade 1 and Grade 2 classes have full-time Teaching Assistants. To enrich and strengthen the classroom programme students benefit from Specialist teachers delivering scheduled classes in Music, Art, Library, EdTech, Arabic (KG-Grade 5), and Physical Education (including swimming from KG).

Class teachers will send home copies of their schedule in the first week of school to assist families' preparations for school.

ARRIVAL AND DEPARTURE PROCEDURES

We operate a drive through drop-off and pick-up system, where parents/drivers remain in the vehicle while children are dropped off and picked up with the help of teachers on duty. Each family will be provided with a pick-up card to be displayed on the dashboard, and children will only be dismissed to a car displaying the correct card.

- Students in FC, KG and Grade 1 are dropped off and picked up in the red zone, in the lane nearest to the school building.
- Grades 2 and 3 use the second lane in the red zone.
- Grades 4 and 5 use the yellow zone in the underground parking lot.

The main gate opens at 7.30am and students may be dropped off from this time onwards. Morning meeting and registration begins at 7.45am-8.05 am.

Late arrivals: Students who arrive at school **after 8.05am must** report to Reception and collect a late slip so that attendance can be updated. This is particularly important to maintain our safety requirements and be aware of all students on campus.

If parents need to come onto campus during the school day, they are required to follow the security protocols as given below:

Security Protocols

All visitors to the campus are required to follow the security protocols as given below:

- All adults must wear an ABA ID badge at all times, while on campus
- ABA parents must wear a visitors ID badge if they lose/forget their own.
- Visitors ID badges are obtained from ABA Security only.
- Visitors must submit a valid photo ID to security to obtain an ABA ID badge.
- Photo ID can be collected before departure when the visitor ID badge is returned.
- All visitors are restricted to the area(s) associated with their visit.
- Visitors are not permitted to wander around the campus.
- Adults are NOT permitted to use student restrooms at any time.

Security has full authority to enforce any regulations that serve the ABA community.

If your child needs to leave school early, please email the teacher in advance what time you will collect them. In these cases, you may meet your child at reception.

Students are dismissed to the drive-by from 2.45pm. Parents are required to display pick-up cards. Siblings should join their youngest sibling at their designated pick-up point.

Students are not permitted to remain on the campus after school, including the playgrounds, unless they are supervised by an adult or are participating in a school-sponsored activity. The library is not open to unsupervised children after school. Please ensure that you arrange timely pick-up or supervision for your child on campus after school.

SNACK AND LUNCH TIMES

All classes have two breaks during the day - each including time to eat and time to play. The second break includes 20 minutes' dedicated eating time.

- Supervised break-time locations vary throughout the year according to the temperature.
- Students must wear a hat to play in unshaded areas.
- Students should bring their food in a chilled lunch box or bag, as well as a refillable water bottle.
- We encourage children to bring healthy food that is low in sugar and salt. Candy and soft drinks are not permitted.
- Children are not permitted to share food items for health and safety reasons.

Cafeteria access Grades 3-5

Our cafeteria is run by COMO, who serve delicious hot meals and Grab and Go options. The vendor operates a cashless system to purchase food items, by issuing a barcoded card to each student.

Parents of Grades 3-5 students may sign their children up for pre-packed lunches.

- Students will be served their packed lunch during the second break.
- If you would like to register your child in Grade 3 and above to receive a packed lunch, please speak with the supervisor in the cafeteria.
- Please remember that students in Grades 3 & 4 cannot purchase hot lunches or grab-and-go items from the cafeteria; they must bring their packed lunch with them.

Grade 5 students only may use a cafeteria card to purchase hot lunches or Grab & Go Items. If you would like to use the cafeteria please note the following:

- The cafeteria is open from 7:30 am to 3:00 pm
- Cafeteria cards are issued by COMO (RO 1.285/-). Replacing lost cards (RO 0.700/-)
- Cafeteria cards can be topped up for a minimum of OMR 10.500/- (inclusive of VAT) by card or cash
- We encourage everyone to buy/top up their cafeteria cards outside of break times
- You may not purchase food items without a cafeteria card (see below).
- Please contact the cafeteria supervisor if you encounter any problems with your cafeteria cards.

Elementary Life

Attendance

Our teachers are committed to helping each child learn and grow in all areas of learning. However, when children are absent, this disrupts the flow of learning and children miss significant learning opportunities that cannot be made up. We want to maximise your child's progress and strongly encourage you to avoid unnecessary absences during term time.

The following attendance guidelines are supported by the following school policy: 7.3.1 Student Attendance: The School's instructional program is based on regular and consistent attendance of students to allow them to maximise their learning. Since irregular or insufficient attendance is regarded as seriously disruptive to the student's studies and the instructional program, the Head of School is authorised to take necessary action.

Authorised absence

In the event of illness or emergencies, students are excused from attending school. These absences will count as authorised, and we ask that parents notify the school of their child's absence as soon as possible. Holidays during instructional time are strongly discouraged. Should you decide to take students on holiday during school time, this time will be marked as unauthorised absence. Authorised and unauthorised absences are recorded on each student's report card.

Notifying the school of your child's absence

Please let the school know as soon as possible if your child will not be attending school for any reason. You can use [Managebac](#) to report your child's absence, or email your child's teacher, copied to esadmin@abaoman.org.

Follow-up procedures

If a student is frequently late or absent, the school will follow up (section specific details)

- Homeroom teacher or Admin assistant will reach out to follow up
- A meeting between parents, counsellor and principal will be scheduled
- If cumulative absences reach 10% or more (approx 18 days), the school reserves the right to make adjustments to the student's academic programme, including, but not limited to, restrictions of ASAs, attendance/behaviour contract, repeating the grade level or conditional enrollment.

We cannot provide work for students who are absent, and will note frequent absences in student reports, indicating that progress has been affected.

Assemblies and celebrations of learning

In Elementary, we use assemblies and celebrations of learning in different ways. Assemblies are usually internal and focus on togetherness as a learning community. Celebrations of learning focus on personal growth of each student by sharing their learning journey. These are open to parents and are an opportunity for students to share and celebrate their learning journey, in a student centred way, empowering each student's personal voice and choice. Celebrations of learning could include sharing the writing process, performing self-written poetry, exhibiting artwork, sharing experiments, or a variety of other interactive activities involving parents.

Responding to behaviour

You can view the entire elementary school behaviour policy by following this link: [ABA Elementary School Behaviour Policy - \(May 2024\)](#).

ABA Oman International School is committed to creating a safe and positive learning environment where students, teachers, staff, parents and visitors are treated with respect and dignity. The culture of mutual respect at ABA, as exemplified by the ABA Way and the school's Mission, Vision and Values is one in which our learners can be inspired and empowered in order to explore their pathways to success.

We take a positive and proactive approach to behaviour management. We use the IB Learner Profile and approaches to learning skills to help us frame agreements about appropriate behaviour around school. As part of the Elementary curriculum, students are equipped with knowledge and skills to self-regulate, advocate for themselves and others while being safe and respectful, and report to trusted adults when needed. We aim to provide safe spaces for students and families to seek support where behaviour concerns arise.

The Kelso's Choices program, led by the ES counselling team in partnership with homeroom teachers, teaches students independent strategies to solve social problems and engage in self-directed positive conflict resolution. All ES teachers use these strategies as a first point of reference when intervening on incidents between students. When negative interactions persist and/or incidents occur involving physical harm or identity-based harm, adults support students using a restorative approach.

Restorative practice is where all those involved work together to address the harm done and restore relationships. This approach maintains agency and dignity for the person who was harmed, as well as building accountability and responsibility for the person who committed the harm. Restorative practices, as compared with exclusionary discipline, help to build community, strengthen relationships, repair harm, and build equity within our school.

ABA's approach to unkind, unwanted or inappropriate behaviour is to treat each case individually and in detail for its unique circumstances. Follow-up actions may vary depending on the severity

of the case, the developmental age of the children, and the frequency of incidents involving a child. ABA prioritises the importance of student voice in this process, where specific value is placed on ensuring that children's wishes and feelings are taken into account when determining next steps and possible disciplinary actions.

Bullying and Mutual Respect

Please refer to our Mutual Respect Policy pg 36-40 in the ABA Safeguarding Handbook on the [website](#).

Bullying is defined as "unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. The bully intends to hurt, embarrass, or intimidate the victim".

When dealing with students on an issue of bullying or cyberbullying, the following questions are a good basis to ascertain whether or not bullying is taking place.

- Is it a deliberate action?
- Is it unfair?
- Is it repeated over time?

If all three indicators above are present in an incident, then it can be termed as bullying.

Cyberbullying is defined as interactions in which one person or a group of people aim to repeatedly threaten, tease, or embarrass someone else by utilising forms of technology and/or social media.

Identity-based harm is defined as "any targeted harmful behaviour motivated by prejudice based on an individual's identity markers such as race, colour, ethnicity, caste, religion, gender identity, national origin, citizenship status, socioeconomic status, age, language, or ability. Such behaviour may include, but is not limited to, microaggressions, hate speech, online harassment, peer-on-peer abuse, physical violence, and social exclusion.

"For children and teens, this may involve calling someone names or humiliating them using racially offensive language, making fun of someone's religious customs or traditions, sending racially insulting messages or threats, making fun of someone's accent, clothes, the food they eat etc, excluding someone because of their ethnicity, and creating offensive graffiti or displaying racist symbols."

Responding to bullying or identity-based harm

Students are equipped with knowledge and skills to recognize bullying, advocate for themselves and others while being safe and respectful, and report to trusted adults in the ABA faculty and staff community. Reports can be made in private face-to-face, in writing via email or seesaw, or through the student portal wellbeing link. All reports will be followed up promptly, sensitively, and effectively.

When possible cases of bullying or identity-based harm are confirmed, follow-up actions will be developed based on the unique details of each case, and may vary depending on the severity, the developmental age of the children, and the frequency of incidents involving a child.

ABA does not apply a standardised discipline policy in cases of bullying or identity-based harm. Follow-up actions and disciplinary measures are confidential in nature between the relevant members of the safeguarding team, the child, and their immediate family members.

ABA is committed to prioritising the dignity of every child, including those who may have caused harm, under the philosophy that the school is a place for every individual to feel safe and be provided support in growing and learning together. Public admittances of guilt and large-scale apologies following an incident are not in line with the fundamental values of ABA. Instead, research-based restorative practices emphasise the importance of children engaging in reflective work, taking accountability for their actions, and creating a reparation plan to heal relationships with peers.

Celebrations

Parents are welcome to have a small celebration for their child's birthday. They may bring in a cupcake **or** savoury for each child. Juices, candies, give away bags and presents for students are not permitted. Please talk to your child's teacher if you would like to arrange a birthday celebration for your child. The end of the day usually works best for such celebrations.

Many diverse celebrations hold importance for members of our school community, and we encourage children to learn about these (rather than celebrate them), to develop intercultural understanding and respect. If a parent would like to share a story or information about a cultural or religious celebration, we ask that you share the content with the class teacher first. We are required to abide by local laws and aim to ensure that we share information appropriately and sensitively. Classes generally hold two class parties a year. These are an excellent time to contribute food to share, but we ask parents to be mindful of food allergies or restrictions and avoid food waste and single-use plastic.

Class placement

Towards the end of each school year, teachers, counsellors and principals work together to create balanced class lists for the following school year. There are many factors to consider when creating class lists, including gender, language needs, learning support needs, academic ability, personality and more. We also try to consider students' perspectives about relationships with their peers, and they will have an opportunity to reflect on relationships that help them learn.


We cannot offer guarantees about class placement to parents or students, but do try to consider feedback where possible. Please note the following:

- Requests for specific teachers cannot be honoured

- Requests to avoid a child being placed with a particular homeroom teacher may, in exceptional circumstances, be considered
- Requests to pair specific children cannot be honoured
- If possible, requests to separate children who are known to disrupt each others' learning will be considered
- Requests to move a child once classes have been finalised will not be accepted


Each April, parents are invited to inform us of concerns or requests for the following year via a google form.

10 FACTORS WE CONSIDER WHEN PLACING STUDENTS IN CLASSROOMS




DIVERSITY AND INCLUSION

As our no. 1 priority, we ensure a balanced mix of students from different backgrounds, cultures, and abilities in each classroom. This promotes a diverse and inclusive learning environment that reflects the IB's commitment to international-mindedness.




GENDER DISTRIBUTION

Strive for a balanced gender distribution in each classroom to promote social interaction and cooperative learning between boys and girls.




SPECIAL NEEDS AND SUPPORT

Ensure that students with special educational needs or requiring additional support are appropriately placed in classrooms with the necessary resources and support services.




LANGUAGE PROFICIENCY

Consider the language proficiency of students, especially in IB programs with multiple language offerings. Placing students with similar language abilities together can facilitate effective language acquisition and communication.




SOCIAL DYNAMICS

We consider their existing friendships and relationships, while also aiming to foster new connections and diverse interactions. Balancing the retention of some familiar faces with the introduction of new ones can contribute to a smoother transition and a more enriched learning environment.




MIX OF PERSONALITIES

Consider students' personalities and temperaments. A mix of personalities can create a dynamic classroom environment where different viewpoints are valued.




IB LEARNER PROFILE

Keep in mind the attributes of the IB Learner Profile (inquirers, thinkers, communicators, etc.) when placing students. Strive for a balance of these traits within each classroom.




TEACHER-STUDENT COMPATIBILITY

Take into account the rapport between students and teachers. Assign students to teachers with whom they have a positive history or are likely to connect well.



MAXIMUM CLASS SIZE

Smaller class sizes often allow for more personalized attention and interaction between students and teachers. This can lead to better understanding of individual learning needs and areas for improvement, leading to more effective academic support and growth.



PARENTAL INPUT

Incorporate parents' insights and requests when possible, as they often have valuable insights about their child's learning style and preferences.

Communication

ABA Student online user profiles

ABA students are provided with an ABA Gmail account as part of our subscription to GSuite Enterprise for Education. GSuite brings access to various applications and services that are introduced at age appropriate times to students. In addition to Google, ABA students are subscribed to additional online services such as SeeSaw and ManageBac depending on their grade level.

All user accounts and profiles created for ABA students will be deleted after one month from the day the student leaves ABA. This includes email and cloud storage. Students have to backup all required data from their respective user accounts within one month from their last day of attendance in ABA. Please contact helpdesk@abaoman.org if you have any questions.

Communication with teachers

Teachers are always your first point of contact for any questions about your child or the school programme.

You can expect to receive the following regular communication from teachers:

- A welcome letter at the start of the school year with information about the daily schedule, routines and other important information
- A brief weekly update, posted to Seesaw, giving some insight into what has been happening in the classroom, and including home learning suggestions
- A newsletter at the beginning of each new unit of inquiry, outlining... as well as home learning opportunities

If the communication is specific to your child, the best way to communicate with the teacher is via Seesaw or email. Teachers will reach out to you with any concerns about your child's learning or behaviour, and you are invited to do the same - teachers are happy to meet with you by arrangement whenever needed to discuss your child's progress or support.

Seesaw is the main channel of communication between teachers and parents, as well as the platform on which your child's learning portfolio is kept. You will receive notices and announcements via Seesaw and can also message the teacher privately through this platform.

Communication with the Principal : The Elementary School Principal will make announcements via Seesaw and send more detailed updates to the ES community via email. The best way to communicate with the Principal is via email, and a response will be given within a 24 hour time period or a time to meet will be arranged.

Communication with the Head of School : The Head of School is always happy to engage with parents about various aspects of school life. However, in matters directly related to your child or aspects of Elementary School life, please contact the teacher or a member of the Elementary leadership team first.

Formal Complaints Regarding Employee Conduct

ABA distinguishes between concerns or disagreements about day-to-day decisions, which are addressed through the school's established communication pathway, and formal complaints relating to professional conduct. A formal complaint refers to an allegation that a staff member has engaged in conduct that may:

- Breach professional expectations or standards
- Be inconsistent with the school's Mission, Vision, and Values
- Cause reputational harm to a student, family, staff member, or the school

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- Raise concerns related to safeguarding, ethics, or professional integrity

In such cases, the matter should not be addressed through the standard hierarchical communication process. Instead, parents are required to submit a formal written complaint directly to the Head of School, with the HR Manager copied. The complaint should:

- Clearly outline the nature of the concern
- Provide relevant details, including dates, context, and any supporting information
- Be submitted in a timely and respectful manner

All formal complaints will be:

- Acknowledged promptly
- Reviewed in line with school policy and legal requirements
- Managed confidentially and with due process

ABA is committed to ensuring that all such matters are handled fairly, thoroughly, and in alignment with professional and safeguarding standards, with respect for all parties involved.

Dress Code

In line with our Mission, Vision and Values, ABA's uniform requirements empower students to make decisions that support personal comfort whilst learning and also reflect expectations of respecting themselves, others, as well as the local culture.

Dress code:

- Students in Early Childhood and Elementary must wear an ABA Cotton T-Shirt in white or navy blue.
- Students may wear culturally appropriate trousers, shorts, leggings or skirts. Rips and offensive language/logos would be considered inappropriate.
- Footwear can include shoes or trainers. Sandals should have a back strap. Flip-flops are not allowed.
- Students in Early Childhood and Elementary wear a House T-Shirt for PE (Jabrin: Red | Jalali: Yellow | Mirani: Green | Nizwa: Blue) For PE, they should wear navy blue or black shorts/leggings or lightweight jogging bottoms.
- For health and safety reasons, during PE, students may not wear hoodies or items of clothing with drawstrings on the upper body.
- For swimming, girls should wear a one-piece bathing suit, and boys should wear proper swimming shorts (above the knee, not too baggy). Swim Caps are required for hygiene reasons, and goggles are recommended.
- Wearing jewellery is discouraged. ABA cannot accept responsibility for jewellery, watches or other expensive items brought to school.

- Students should have a hat at school every day. In line with sun safety, students without a hat will only be able to choose shaded play spaces at break times.
- All items should be labelled with the student's name.
- All compulsory uniform items can be purchased directly from the Trutex uniform.

For further information, please visit the website at:
<https://www.abaoman.org/parent-information/uniforms>

Home Learning

There is much debate about the benefits of homework, and there is evidence that there is no impact on achievement for elementary students. However, there are some benefits in terms of developing self-management skills, and providing opportunities to practise and reinforce learning, particularly when students are motivated and tasks are enjoyable. Homework should never take over from other activities proven to be crucial to young learners’ development, including free play, after school activities, family time and exercise. Home learning is offered in the following ways:

Daily reading

Research strongly supports the importance of daily reading beyond the classroom. Students are expected to spend at least 10 minutes daily engaging with books in one or more of the following ways:

- Listening to a fluent reader reading aloud
- Sharing a book together (taking turns to read and talk about the book)
- Reading aloud to an adult (from books at an independent level)

Teachers will send home material to support reading expectations (eg; discussion questions, follow-up ideas), and it is important to note that library books are not expected to be at a child’s independent reading level. The most important outcome of reading at home should be engagement, understanding, and pleasure!!

FC	Library books to share with adults for pleasure
KG	Library books to share with adults for pleasure

	Simple books to practise reading skills
G1	Library books for pleasure Books at each child's independent reading level for fluency and discussion Opportunities to read at their level using Raz-Kids
G2	Library books for pleasure Books at each child's independent reading level for fluency and discussion Opportunities to read at their level using Raz-Kids
G3	Library books for pleasure Books at each child's independent reading level in preparation for class reading activities Opportunities to select books for pleasure from Epic
G4	Library books for pleasure Books or extracts to read in preparation for in class reading groups Opportunities to select books for pleasure from Epic
G5	Library books for pleasure Books or extracts to read in preparation for in class reading groups Opportunities to select books for pleasure, or to read assigned books from Epic

Maths home learning

Children are learning a variety of games and activities at school to reinforce their understanding of mathematical concepts, as well as practising their fluency and automaticity with maths facts. Every week, teachers will provide games and other opportunities to practise maths concepts being explored in the classroom.

Unit of inquiry newsletters

Each newsletter sent to parents at the beginning of a new unit of inquiry will include a home learning section listing a variety of opportunities to explore learning with parents at home

How much time should my child spend on home learning?

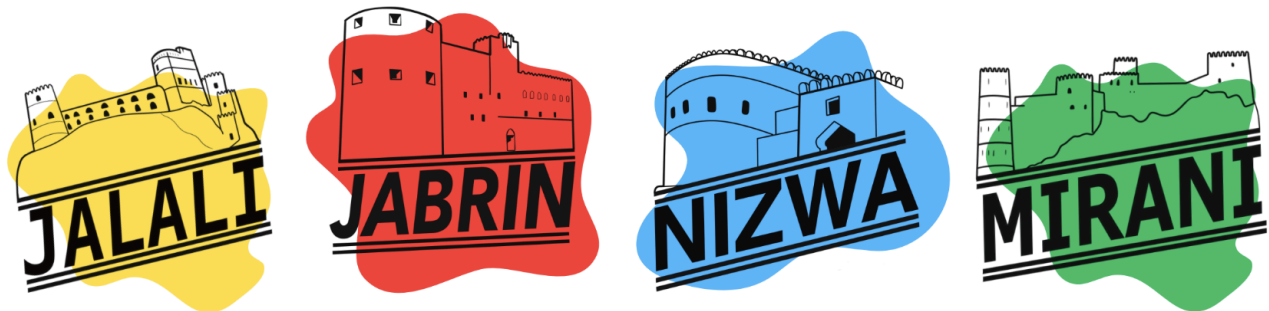
As mentioned, home learning should never take over from other activities proven to be crucial to young learners' development, including free play, after school activities, family time and exercise. We recommend the following:

- Students in Grades 2 and 3 should spend around 20 mins max daily on home learning activities, predominantly reading,
- Students in Grades 4 and 5 will be expected to spend around 30 mins daily on home learning activities.

Students in Grades 4 and 5 will generally receive tasks on a Sunday for submission by the following Sunday.

House Teams

Within our school community, we celebrate our rich heritage through our house system, named after four famous Omani forts: Jalali, Nizwa, Jabrin, and Mirani.



Children in the same family are placed in the same house, and our house system not only fosters a sense of belonging but also enriches our physical education and sports programmes by promoting values embodied in the IB Learner Profile.

InterHouse activities run under the motto of **Play Hard! Play Fair! Have Fun!** embodying this spirit by fostering friendly competition without the pressure of keeping score. It's an opportunity for students to connect with their peers across different classes and grades and reinforce a sense of belonging to their respective houses. These activities promote friendship, sportsmanship, and the overall spirit of fun within our school community.

Muscat Primary Sports League (MPSL)

The Muscat Primary Sports League (MPSL) provides member schools in Muscat the opportunity to conduct inter-school athletic activities. MPSL strives to;

- Promote and encourage fair play
- Provide a quality sports programme for all participating students
- Encourage students to perform to the best of their ability

There are two divisions in the MPSL, U9 for the Grade 2-3 students and U11 for the Grade 4-5 students. Throughout the year, our students have the opportunity to participate in tournaments and clinics in a variety of sports such as; basketball, bench ball, TBall, athletics, swimming, etc.

Meeting Expectations: Communicating Respectfully at ABA

Our Commitment

At ABA, we deeply value open and constructive communication between home and school. We believe that respectful, collaborative dialogue between staff and parents is key to supporting every student's success and wellbeing.

Meeting Expectations

When attending meetings with teachers or administrators, all adults are expected to:

- Speak calmly and respectfully at all times.
- Focus discussions on the child's needs and school-related matters.
- Avoid personal attacks or accusatory language.
- Allow everyone present to share their perspectives.
- Stay within the agreed meeting time and agenda.
- Request permission before recording any part of the meeting.

Meetings are not the place for:

- Raised voices or shouting.
- Threatening or intimidating behavior.
- Disrupting the meeting with persistent interruptions or domination.
- Making unfounded accusations or distorting facts.

If expectations are not met

If a meeting becomes unsafe or unproductive due to inappropriate behavior:

-
- The meeting may be paused or ended immediately.
 - The school will follow up to address the incident, which may include:
 - Setting expectations for future conduct.
 - Requiring leadership or safeguarding presence in future meetings.
 - In serious cases, restricting access to meetings or school premises.

Have a Concern?

If you have a concern that is not being resolved during regular meetings, you may reach out to:

- The Principal or Assistant Principal – for academic, behavioral, or general school-related matters.
- The Designated Safeguarding Lead (DSL) – for any concerns related to child protection, student wellbeing, or staff conduct.
- The Head of School – if your concern remains unresolved after speaking with the above individuals.

We appreciate your partnership and cooperation in creating a safe and respectful learning environment for all.

Not for School - Personal Belongings

We strongly recommend that children keep all personal belongings at home, to avoid potential upset if lost or damaged. Occasionally there are times when teachers may ask children to bring something from home for a specific purpose, but at all other times, they should keep personal items at home. The school cannot take responsibility for items lost at school.

The following are not permitted at school:

- **Mobile phones and smart watches** - in the Elementary School, we take full responsibility for any necessary communication between students and their parents. Phones at reception are accessible for students to use if needed, and adults can also assist students in making contact with parents where necessary. When students move to Middle School, they are permitted to bring phones to school as long as they remain in their backpacks through the school day.
- Other **items of value**, including AirPods, Apple pencils, smart watches, etc - the school cannot be responsible for valuable items, and these also have the potential for misuse during school time
- **Trading cards** such as Pokémon - we have had many upsets over trades gone wrong
- Items students would like to **advertise or sell** - while we admire their entrepreneurial spirit, this is not something we can manage at school

Valuable items, including mobile phones, that are brought to school will be removed and stored safely by ES Principal until an adult can collect them.

Online learning days

Occasionally, due to weather conditions or unexpected campus closures, the school moves to online learning. Students in Grades 2-5 have their own devices set up for use at school and

teachers are equipped to change from in-person to online school as needed. While not ideal, this does mean that we can offer continuity of learning at these times.

Online learning days follow the daily school schedule, with a google meet at the beginning of each learning session (students will not be required to remain online). Teachers will share the daily schedule in an email by 7.30am each morning. This message will include links or nicknames to join google meets (including how to join specialist lessons), as well as explaining how to access the work for the day via Seesaw or Google Classroom (for Grades 4-5)

Students in Grades 2-5 should be able to access the learning independently on their own devices. Younger learners will need some adult support and teachers will share all the necessary links and information with parents in the morning email. For our youngest learners, online work is always optional and students will never be expected to sit in front of the screen for long periods of time.

Reporting on learning

How can I find out more about what my child is learning?

The [2025-2026: Grade Level Parent Overviews](#) provide more information about the curriculum framework and how students learn in each subject area. We communicate with parents about student progress in a variety of ways:

Seesaw is the platform on which each student maintains a portfolio to record their learning journey. Students and teachers select work designed to document continuous student learning, growth and reflection.

Parent Teacher Conferences: Parents are invited to parent-teacher conferences twice a year. The first, in October, is a three-way conference that your child will also attend. It is facilitated by the teacher and is a significant opportunity to share initial progress, strengths, goals and action plans in the months leading up to the mid-year reporting period. The second conference, in February, is an opportunity for parents to discuss their child's progress with their teacher(s), following the mid-year reports and looking ahead to the remainder of the year.

Student-Led Conferences: This day is a celebration of each student's learning and entirely led by them. Children prepare a plan to help them guide you through the learning they would like to share with you. They will also share with you their progress towards the goals they have set and new priorities for learning. They can also share their learning in the specialist subjects during this conference.

Written reports: You will receive two written reports, one at the end of each semester (December and June). In Early Childhood, these reports are organised around the four domains of learning. In Grades 1-5, you will receive information about your child's progress in language, maths, and specialist subjects as well as a narrative comment about their learner profile.

Celebrations of learning: These are another way that parents can remain updated about their child's progress. Each grade will offer at least two opportunities for parents to come in to interact with their child's learning in a variety of ways. See [Assemblies and celebrations of learning](#) below for more information.

External assessments

As part of ABA's commitment to identifying and addressing the needs of each individual student in order to understand and maximise their potential, we use the following standardised assessments in the Elementary School:

- **CAT4** (GL Education's Cognitive Abilities Test) is used to look at ability and academic potential and is designed to help students and teachers understand how students learn. It is particularly useful in helping identify any barriers to learning. CAT4 is a series of short timed assessments which assess a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. CAT4 is administered in Grades 3 and 5 in the first semester.
- **MAP Growth Assessments** (Measures of Academic Progress) help us determine your child's instructional level in maths, reading, and language usage and show academic growth. MAP assessments are unique in that they are adaptive, automatically adjusting the level of difficulty based on a learner's performance. In other words, the test becomes more difficult with each correct answer, and easier with each incorrect answer, providing a more complete picture of what your child knows and is ready to learn. Grades 4 and 5 take the MAP Growth Assessments in Semesters 1 and 2.

Student Leadership

In the Elementary School, we prioritise student leadership by fostering action, advocacy, and change-making. Our programmes empower students to initiate projects, address community issues, and engage in meaningful service activities. Through a supportive environment, students take ownership of their learning and lead with confidence. This commitment to student leadership prepares them to become compassionate and responsible global citizens.

Learner Profile Task Force: The Learner Profile Task Force embodies student leadership, setting a high standard for the IB PYP learner profile (LP) within our community. Their proactive approach involves identifying areas within ES where students can better reflect the learner profile in action. They have utilised the LP as a guiding framework to improve the upkeep of campus facilities, instilling a sense of responsibility and care among all students. The Task Force has been instrumental in advocating for safeguarding rules. Through initiatives such as social media campaigns and handmade posters, they have raised awareness related to safeguarding stressing on the importance of designated bathrooms and spaces for students and adults alike. The impact of their efforts resonates throughout the school, fostering a culture of collective responsibility guided by the principles of the IB Learner Profile

Eco Rangers: The Eco Rangers elementary environmental club has student representatives from

each classroom and is guided by a teacher supervisor. The Eco Rangers promote environmental awareness through their bulletin board displays, at assemblies and by class representatives facilitating conversations and activities with their classmates. The Eco Rangers also participate in the Eco Schools Muscat Eco Summit, which is hosted by a different member school each year. The Eco Ranger members are elected by their classmates, and the representatives change 2-3 times during the year to allow for more students to participate as Eco Rangers.

Student Council: The Elementary School Student Council (Grade 1-5) is an elected group of students who liaise to improve the quality of student life in the elementary school. Students are encouraged to elect responsible members of their class community to represent them at Student Council meetings. Members include one representative from each class in Grades 2-5, and elections are held twice per year. In addition, one Executive Council member from each of the Grade 5 classes remains in post throughout the year. Students meet weekly to address issues, raise awareness and plan activities such as spirit days and fundraisers. Representatives further enable communication between students and administration

CHILD PROTECTION - PARENT COMMITMENT

Child Protection Policy 7.6.3

ABA seeks to be a safe haven for all our students. Child Protection procedures derived from this policy will be stated in an ABA Safeguarding Handbook. This handbook will be communicated to all who work with ABA students.

All staff employed at ABA must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at risk of suffering abuse or neglect.

Reporting and follow up of all suspected incidents of child abuse or neglect will be in accordance with Omani law and the child protection procedures resulting from this policy statement.

Parent commitment

We acknowledge that by enrolling our children at ABA, we understand and commit to upholding rights and protecting all children. We also recognize the importance of these values in the education of our children and agree to reinforce these values at home.

I / We undertake to:

- Support the ABA Safeguarding and Child Protection Policies and procedures included in the Safeguarding Handbook which is located within the Safeguarding tab on the ABA website.
- Be present in Muscat, and if we must leave, arrange a caretaker for our child/children, and inform the school of those arrangements, including emergency contact information, to the ABA Main Office. This caretaker must be able to serve in the capacity of in loco parentis, with full authority to make parental decisions to ensure appropriate supervision and to respond to a medical emergency.

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- Share in the responsibility to bring forth information that supports the ABA Child Protection Policy with respect to the “Child Protection Disclosure Flowchart” found in the Safeguarding Handbook.

ABA Safeguarding Child Protection policies work for the child, for the family, and for our community. Research indicates that international communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves the dynamics of the child, the family, and the community. ABA Safeguarding Child Protection policies works to respond at all levels.

Elementary Student Responsible Use Agreement for Technology

[Please review this with your child and ensure a shared understanding with your children.](#) This Form must be completed in order for students to use technology (including WiFi, iPads, and laptops) at ABA.

Digital Citizenship at ABA

We will:

- Use iPads, laptops, other devices, and school accounts for appropriate educational purposes only
- Keep our information private (name, passwords, address, phone number, etc.)
- Be safe online (Not talk to strangers, report anything inappropriate to a teacher, only use technology with teacher supervision)
- Be kind and respectful to others online
- Think before posting online
- Use our research skills to find appropriate online content
- Credit the work of others (including AI)

Devices at ABA

We will:

- Use the school iPads in a responsible and respectful manner if we are in Grades FC-1. We will put them away properly when we are not using them
- Bring your iPad or laptop to school every day if we are in Grades 2-5 and keep them in a protective case. We will also bring keyboards and headphones and make sure all of our devices are charged and ready to use
- Report any damage or issues that happen at school to the teacher
- Keep our iPad clean and well-maintained, and take it for repairs when needed
- Replace devices as needed (broken, lost, outdated, etc.)
- Not bring Smartwatches or valuable electronics to school.

Communication at ABA

We understand that the official lines of school communication are the ABA email system or the school's phone number (+968 2495 5801). All ABA staff emails end with the @abaoman.org domain. Any emails without this domain should be reported to the school.

Seesaw serves as the primary means of communication between teachers and families, and we agree to check it regularly to stay updated, understanding that messages are often timely and important. WhatsApp or staff's personal phone numbers are not acceptable for official school communication.

In order for ABA staff to be aware of every communication with students, we will only use school email (cc'ing the teacher) or the school phone number to communicate with them.

Each student at ABA has an official school email that is restricted for safety purposes and cannot send or receive emails outside of the @abaoman.org domain. Students must not use any messaging apps like WhatsApp, iMessage, text message, Discord, Instagram, Facebook, or personal emails while at school.

We agree to limit our children's devices with Screen Time restrictions to prevent the installation of apps and to limit access to inappropriate content.

Communication is key to a safe, productive school community and it is essential that we understand and utilise communication tools responsibly and consistently.

No Expectation of Privacy

The school monitors student internet access and activity, including but not limited to websites, content, and electronic messaging. If the school has reason to believe a violation has occurred, or if there is a suspected risk to student safety and wellbeing, the school may examine a student's personal device and search its contents.

Parent Responsibilities

We will:

- Provide our children with an appropriate device to facilitate learning, keeping it updated and charged. [Click here for the most recent device requirements for the Elementary School.](#)
- Provide a laptop with at least a 13" screen, 256 GB of storage, and 8 GB of memory (Grade 5 mandatory, Grade 4 optional). We understand that students at ABA will continue to use laptops from Grade 5 all the way through Grade 12.
- Do our best to provide our children with an adequate, long-lasting device as recommended by ABA. If we are unable to do so or need support in selecting a device, we will discuss it with the school before the beginning of the academic year

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- Create an Apple ID for our children if using an iPad or Macbook, install the required apps at the beginning of the year, and set up Screen Time to limit installation of apps and to restrict access to inappropriate content
 - Not log into our parent accounts (Email or Apple ID) on student iPads, understanding that doing so means that students may have access to our emails, messages, and pictures
 - Keep our personal devices and apps up to date
 - Set clear guidelines for use of technology at home to reinforce our children's learning at school and to help them be healthy and balanced (Family Media Plan)
 - Control and monitor how our children use technology outside of school, especially messaging and social media
 - Attend trainings and workshops put on by the school and reach out for support as needed (IT - helpdesk@abaoman.org, ES Ed Tech Integrator Kirk McCullough, kmccullough@abaoman.org)

APPENDICES:

- [Programme of Inquiry](#)
- [Grade level curriculum overviews](#)
- [PYP Corner](#) website

- [Appendix 1 - ACADEMIC INTEGRITY POLICY](#)
- [Appendix 2 - INCLUSION AND LEARNING SUPPORT POLICY](#)
- [Appendix 3 - ASSESSMENT POLICY](#)
- [Appendix 4 - LANGUAGE POLICY](#)
- [Appendix 5 - ADMISSIONS POLICY](#)
- [Appendix 6 - BEHAVIOUR POLICY](#)