

PARENT HANDBOOK

A PRIMARY SCHOOL ORIENTATION GUIDE



Inspiring and empowering young minds
to achieve their full potential
for over 55 years.

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Contents

An introduction to Swans Primary School	5
Our aims & values	7
Key dates	9
The school day	9
Year groups	10
Day-to-day organisation	11
Additional requirements	12
Attendance, punctuality and absence	14
Uniform and appearance	16
Food policy	18
Discipline, rewards and sanctions	19
Collecting students at the end of the day	24
The curriculum	25
Learning Support	26
Homework	28
Reading	30
After-school activities	31
School trips	32
Communicating with school	33
Visiting the school	38
Working with us to achieve your child's best	39
Contact information	43



An Introduction to Swans International Primary School

“ From the very first day Swans International School opened our doors, we have provided a warm, safe and vibrant environment in which all children can thrive. Every child is nurtured, encouraged and provided with the skill set that aids their success in later education. The seamless, positive progression from Early Years through primary, secondary and into Sixth Form gives our children the gift of being life-long learners with the confidence and resilience to succeed.



Miss Anne White
Headteacher
Swans International Primary School

High quality teaching and learning is one of our priorities. We have a team of highly experienced, qualified, dedicated and caring teachers whose aim is to provide your child with the best possible education.

A good partnership between home and school is crucial in achieving the best for your child. We are very proud of our open door policy and we seek to harness and celebrate parental involvement at every appropriate opportunity. We understand that clear communication is key when fostering good relationships and we hope that this handbook goes some way towards achieving this.

As well as a focus on high quality teaching and learning, we believe in offering a rich curriculum that helps to create a well-rounded child.

We therefore have an exciting and well-established provision of extracurricular activities. Sporting activities, performing

arts and our creative clubs such as dance, cooking arts and crafts are just a few of the activities on offer, not to mention the vast range of educational and residential visits. Our programme provides students with a greater understanding of different cultures and traditions, as well as an awareness of the country in which they live and study.

Our pastoral care is a traditional strength of the school and we aim to provide our children with knowledge, awareness and empathy, along with guidance and support. A team of dedicated teachers, our Learning Support Department and Senior Leadership Team ensures that children are listened to, advised and cared for throughout their time at Swans.

In addition to this, we have our own School Council made up of representatives from each class, prefects and house





captains. Our school thrives on working in partnership with parents to maintain the high standards that we expect of all our students and this makes our school the happy, supportive educational establishment that it is.

I genuinely enjoy meeting with all parents and, should you ever have a concern or query, no matter how big or seemingly small, please do not hesitate to make an appointment to see me.

We are all part of the school community and we are all working towards the same goal of providing the very best for our children.

Kind regards,
Anne White, Headteacher



Our Aims and Values

School Philosophy

Swans International School aims to provide a rich environment for the development of well-educated, confident and caring young people who are committed to making a significant contribution to the world in which they live, helping them to develop into considerate, principled and active members of society. The school seeks to foster a spirit of enthusiasm for learning and thereby encourage all students to become effective, life-long learners.

To achieve these aims, the school strives to:

- provide a broad, balanced and relevant curriculum and a stimulating and supportive learning environment which will challenge, motivate and excite all students;
- equip students with the necessary intellectual, practical and social skills to allow them to make a valuable contribution to society and fulfil their potential in life;



- encourage students to develop open and enquiring minds and the ability to question and to debate thoughtfully and rationally;
- help students to appreciate and celebrate international and cultural diversity, having respect for the different values and moral and religious beliefs of others;
- promote the qualities of excellence, perseverance, self-discipline and thoughtfulness among the whole school community;
- nurture and develop the intellectual and creative talents of every student.

Learning Principles

Our learning principles form our school aims and are based upon the shared understanding that learning is most effective when:

- students are healthy, caring and have the self-confidence to learn from their mistakes, understand the perspectives of others and form their own opinions;
- the learning environments and educational resources that students use are accessible, stimulate curiosity and embrace the dynamic possibilities of digital technologies;
- students explicitly understand learning intentions and success criteria;
- students are critical thinkers and construct their own knowledge and understanding through an inquiry-based approach;
- curriculum content is meaningful to the student and leads to interdisciplinary and conceptual understanding;
- learning is visible and students collaborate effectively and respectfully with their peers and others;
- students explore and apply a variety of strategies to organise and approach their learning;
- students receive effective feedback based upon pre-set criteria and are intrinsically motivated to learn;
- there is a broad and balanced curriculum through which students can experience success in a variety of different ways;
- education and the ethos of the school are valued and encouraged in the family home.



Key Dates

AUTUMN TERM 2026
Term Dates: Wednesday 2nd September - Friday 18th December*
Half term: Monday 2nd November - Friday 6th November
Public holidays: Monday 12th October and Monday 19th October, Monday 7th December & Tuesday 8th December
*Foundation Stage and Key Stage 1 students will finish the Autumn Term on Thursday 17th December 2026
SPRING TERM 2027
Term Dates: Thursday 7th January - Friday 19th March
Half term: Monday 22nd February - Friday 26th February
Public holidays: Monday 1st March
SUMMER TERM 2027
Term Dates: Monday 5th April - Friday 25th June*
Public holidays: Friday 11th June (Local)
*Foundation Stage and Key Stage 1 students will finish the Summer Term on Thursday 24th June 2027

KEY STAGE 2	
TIME	EVENT
9.00–9.05 am	Registration
9.05–10.00 am	Session 1
10.00–10.55 am	Session 2
10.55–11.15 am	Morning Break
11.15–12.10 pm	Session 3
12.10–1.00 pm	Session 4
1.00–2.00 pm	Lunch and Afternoon Break
2.00–3.00 pm	Session 5
3.00–4.00 pm	Session 6
4.00 pm	End of School
04.15– 05.00	After-School Activities

The School Day

Foundation Stage and Year 1 will have an additional break time.

Children are expected to be in their classrooms before the bell rings at 9.00am. The school gates close at 9.05am.

Students arriving more than 5 minutes after the bell rings will be required to visit the office so that the register can be updated and the student can be recorded as late. Parents must sign their child in as present.



Year Groups

AGE	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11
YEAR	EARLY YEARS	RECEPTION	1	2	3	4	5	6
KEY STAGE	FOUNDATION STAGE		KEY STAGE 1		KEY STAGE 2			
SPANISH EQUIVALENT	3 AÑOS INFANTIL	4 AÑOS INFANTIL	5 AÑOS CEIP	1º CEIP	2º CEIP	3º CEIP	4º CEIP	5º CEIP

Day-to-Day Organisation

Valuables

The school cannot take responsibility for any loss of valuable items. Students must take care of their own property and take full responsibility for it. Valuable items such as mobile phones should not be brought into school and will be confiscated.

If your child is unwell or taking medication for an ongoing illness, we would generally expect that they should remain at home until fully recovered. If your child is absent from school as a result of illness, please inform the school office by telephone

Lost Property

If students lose something, they and/or their parents can look in 'lost property' by reception. All items brought to school, including uniform, should be clearly labelled. They can then easily be identified and returned. Due to limited storage space, unclaimed lost property will be donated to local charity organisations, at the end of each school year.

(Tel: +34 952 773 248 or email: primary@swansschool.com) indicating how long they are likely to be absent.

Fire Evacuation Procedures

Copies of the school's fire evacuation procedures are posted in every classroom and the school has a number of fire drills each year to ensure that students are familiar with the procedures for evacuating the school as rapidly and safely as possible. The fire alarm consists of a high-pitched, continuous siren.

First Aid

If your child is taken ill or has an accident, there are qualified First Aiders on site and you will be contacted and your help sought in arranging for your child to be taken home or accompanied to hospital.

If you are visiting the school premises when the fire alarm sounds, you should evacuate the building by the shortest and quickest route, assembling in the park, where the register (including the signing in/out register for visitors) will be called, to ensure no one is left inside the buildings. If in doubt, please follow instructions issued by staff members.

Staff members are not permitted to administer medication to a student. The school will only administer medication if written permission has been given by parents or in exceptional circumstances parents are called by telephone to confirm if medication can be administered. Once permission has been given the school First Aider will administer medication.

Any medication which needs to be taken by a student during the day must be given to the First Aider (via the school office) and may not be held by the student.



Additional Requirements

All items should be clearly named.

Spanish Books

These will be on sale at Swans Secondary School prior to the start of the autumn term and your child must have the books for the first day of the academic year. Please note if your child joins Swans International School during the academic year, the Primary office will provide the direct contact details of where the books can be purchased. New students from Year 2 to Year 5 should not purchase Spanish books until their language level is assessed during the first week of school.

I.T.

Year 6 require an iPad. We highly recommend that all iPads have a durable protective casing. The iPad should be provided completely blank and will then be correctly configured to include school WiFi access and the appropriate curriculum related apps. During term times the Apple App Store will be disabled from the iPad for security reasons. Also social media sites are blocked within the school environment. A school email address will be created for your child in Key Stage 2 which enables communication with their teachers and peers. This email does not work outside of the @swansprimary.com network.



Attendance, Punctuality and Absence

Research shows that children who attend school regularly are likely to be more successful in their education. A student who misses a day of school, each week, misses an equivalent of two whole years of their school life. This obviously leads to huge gaps in knowledge.

The school expects excellent attendance and punctuality as a prerequisite for successful and engaged students. It is important that your child does not miss lessons and falls behind.

If your child is ill, we require you to telephone the school on each day of absence.



For prolonged absence due to illness, your child's class teacher may, if appropriate, collate work ready for you to collect from the school office. We are unable to authorise holidays during school terms or provide work in this instance. Children should remain at home for 24 hours after vomiting and/or diarrhoea.

What reasons will the school accept for absence?

The school will only authorise absence for the following:

- Illness
- Emergency
- Dental/medical appointments.
- Family bereavement

Any non-emergency medical appointments must be arranged for after school or during school holidays.

Can we take family holidays during term time?

As with all schools in Spain, we cannot authorise absence during term time unless there are exceptional circumstances. Applications for Leave of Absence should be made in writing, using the designated form,

at least 10 working days prior to the leave being required.

Social/sports activities are often planned at the end of term. These are important opportunities for students to socialise and develop in a less academic setting. Parents are reminded that full attendance is expected up to, and including, the final day of each term. Early departures for family holidays will not be authorised.

What if my child's attendance is low?

Low levels of attendance could result in the school insisting that they repeat the academic year so as to cover the necessary course content.

An alternative would be that the child progresses into the next year group but parents would need to meet the cost of support to ensure the child can access the curriculum. Warning letters may be issued.

As with all schools, we are obliged to inform local social services if your child's attendance is unsatisfactory.

Attendance during one school year	Equals this number of days absent	Which is approximately this many weeks absent	Which means this number of lessons missed
95%	9	1.5 weeks	56
90%	17	3.5 weeks	119
85%	26	5 weeks	182
80%	34	7 weeks	238



Uniform and Appearance

The school fully expects students to take pride in their appearance. Our uniform has been carefully selected so that it is smart and modern. All students wear uniform. Movement around the school should be quiet and orderly, as should travel to and from school. The Headteacher reserves the right to make the final decision on what is, or what is not, appropriate in terms of school uniform.

Children in Early Years and Reception are required to bring in a change of clothes that can be left on their peg in a small sports bag.

Jewellery may not be worn (except for a wrist watch and one pair of small stud earrings). Extreme hairstyles and hair colouring are not acceptable. Long hair must be tied back in a tight ponytail using a blue, black or brown bobble.

In poor weather conditions, students may wear 'sensible' coats or waterproof jackets of their own choice, but these must be removed inside the school building and hung on pegs provided. Final judgement as to what constitutes acceptable uniform rests with the Headteacher and Senior Leadership Team.

School Uniform Early Years - Year 5

- Navy blue shorts / trousers
- Pinafore dress / summer dress
- Yellow polo shirt (with school logo)
- Navy sweater / cardigan (with school logo)
- Black / blue leather shoes
- Black or navy socks
- Swans Cap

School Uniform Year 6

- Blazer (with logo)
- Tie (with logo)
- Jumpers/ cardigan (with logo)
- White shirt/ blouse (with logo)
- Polo shirt for Summer term only
- Navy blue trousers/ skirt (length must be at the knee)
- Flat black or navy shoes (no decoration, no trainer-style)
- Black or navy socks

Sports uniform (all students):

- Yellow T-shirt with logo
- Navy shorts or skorts with logo
- School tracksuit
- White socks
- White sports shoes (not canvas, not skate style)

Additional Sports Requirements:

Navy blue/ black swimming trunks/ swimsuit, swimming cap, goggles, towel, plastic shower sandals

Please refer to adjacent page for visual references. If there are any doubts, visit the uniform shop.

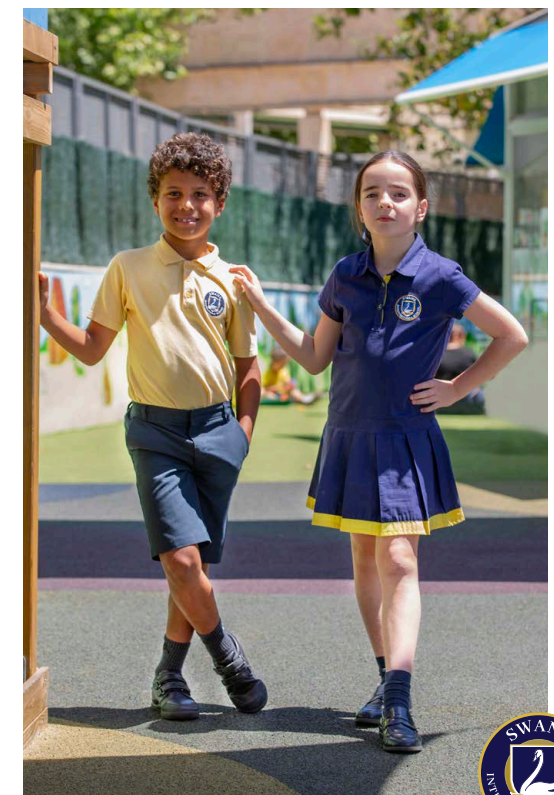
Uniform Shop :

The uniform shop is located in Swans Secondary School and is open:

Monday, Wednesday,

Friday 9.15am - 10.00am

Tuesday and Thursday 3.30pm - 4.30pm



Food Policy

School Lunches

Students eat their lunch in year groups. Lunches generally include a soup starter with brown bread, a main course with fresh vegetables and/or salad and a healthy dessert and/or sliced fruit. A vegetarian alternative is also available. Students with specific dietary requirements or food allergies are also catered for. All food provided is freshly prepared in the school kitchen. Fresh milk or filtered water is available to drink.

Students are encouraged to develop positive eating habits and to finish their meals where possible. In addition, students are expected to demonstrate good table manners, using their cutlery in an appropriate way and clearing their own place at the end of each meal. We ask that parents support us by teaching their children these good table manners at home too.

Snacks

Students are expected to bring fruit for their snack other than on a Friday when they are permitted to bring a healthy snack to eat during break time. This may include fruit, raw vegetables, cereal bars or a healthy sandwich. Unhealthy options, such as sweets, chocolate, crisps and biscuits, are not allowed.

In addition, students may not bring, or consume in school, any nuts, chewing gum or any seeds with shells (such as 'pipas').

Drinks

The only drink that students are permitted to bring to school is water. Students may

not bring in fruit juices, fizzy drinks or energy drinks – this is not only because many of these drinks contain unhealthy levels of added sugar and other artificial ingredients, but also because spillages have in the past caused damage. Filtered water is freely available from various locations around the school. Bottled water (in reusable spill-proof containers) may be consumed during lessons.



Discipline, Rewards and Sanctions

The school's ethos emphasises rewarding students for positive behaviour, achievement and effort, rather than sanctioning inappropriate behaviour.

Rewards

At all times, the policy of Swans International School is to promote good behaviour and act positively in all dealings with the children. Various methods are employed according to the age of the children and the suitability of the reward. These include:

- giving out stickers and smiley faces
- praising children verbally
- celebrating success in assembly
- giving awards in Award Books
- headteacher giving awards for a completed page in Award Book or a completed sunshine/star chart
- awarding certificates at the end of the term
- giving the children classroom responsibilities
- half-termly Headteacher awards.

Swans is a learning community in which everyone is enabled to achieve their full potential. We value and celebrate all forms of achievement. It is our aim to:

- recognise all forms of achievement
- celebrate improvement in academic work or behaviour
- share celebrations with parents and fellow members of the school community
- increase motivation and self-esteem
- recognise service to the school or the

general community

- encourage students to take responsibility for their own learning and behaviour
- cultivate a positive learning ethos within the school
- raise standards through sharing students' work and achievements.

Celebrating all forms of achievement

It is important that all forms of achievement, not purely academic, are celebrated.

These include:

- kindness
- academic achievement
- sporting, musical and other performances
- working well with others and in teams
- making a continued effort
- making improvements in learning, attendance or effort
- rising to a challenge
- leading others (leadership qualities)
- helping others; service to the school

Rewards may include:

- positive verbal comments
- positive written comments
- giving of house points
- recognition of positive action in the 'Star pupil Award' assembly
- Year 1 & KS2 Awards given in award books/ FS & Year 1 Sunshines or stars awarded
- Headteachers awards
- End of Year trophies
- positive feedback to parents, verbally and
- increased responsibility
- careful and attractive display of



- children's good work
- sharing praise of a student with another member of staff
- sharing good work with the rest of the class

House Points and Awards

House points and/or awards should be given for the following:

- good manners
- good attitude and behaviour
- one-off pieces of excellent or outstanding work
- longer pieces of work (e.g. projects)
- continued effort leading to improvement in academic work
- good or improved results in a test
- representing the school in an event (choir, sports team etc.)
- service to the school e.g. helping at a parents evening, improving the environment
- participation in school activities (school production, choir)
- taking part in an assembly

- consistent smart appearance, bringing equipment to school, etc.
- improvements in attitude and behaviour

House System

At Swans, we have 4 houses named after birds of prey: Falcons, Kestrels, Hawks and Eagles. Falcons are yellow, Kestrels are red, Hawks are green and Eagles are blue. House captains are chosen (usually by the children in conjunction with staff) from Year 5.

House points can be awarded for any good work, behaviour or achievement.

House points are recorded by a tally system. A maximum of 3 house points can be awarded at one time. 1 house point is of great value, 2 is excellent and 3 is outstanding. If a child gains between 15-25 points in one week, they will receive the appropriate sticker.

- 15-19 pts per week = Bronze award
- 20-24 pts per week = Silver award
- 25+ pts per week = Gold award



When a child completes a whole page of their award book, they receive 5 house points and a 'token gift' from the Headteacher, who signs their book.

There is also a 'Star Pupil Award' assembly where students are nominated for an award by their teachers.

Sanctions

The aim of any sanction is to help students to modify inappropriate behaviour and to act as a deterrent to other students.

Occasionally, children may forget our aims for good behaviour and be inconsiderate towards others. Bullying, violence, swearing, or any form of anti-social behaviour can never be accepted. Inappropriate behaviour will be dealt with by the following system of line management.

Sanctions and Referral Process

Classroom level incidents, such as rudeness, minor disruption, lack of effort, lack of homework, etc. are dealt with by the class teacher. In the first instance, the class teacher investigates incidents. Sanctions for this type of incident include:

- verbal reprimand or warning
- change of seat
- time-out (cooling down time)
- extra work (purposeful, not lines)
- detention during break or lunchtime
- letter of apology
- stopping the student from taking part in the activity and working to one side of the room on their own, unless the student gives assurance of improved behaviour
- writing reasons why their action was inappropriate

- community service e.g. cleaning off graffiti, collecting litter
- involving parents/carers – note in diary, phone call, letter, meeting (Headteacher must be notified of parents' involvement)

If these sanctions have not worked and the problem becomes more serious, the incidents should be referred to the Assistant Heads and/or Deputy Head for advice and support. If the problem continues, then the Headteacher will be involved. These more serious problems include:

- persistent or serious disruption
- continued lack of effort/not doing homework
- refusal to work
- rudeness to teacher
- aggressive behaviour/bullying (see Anti-bullying policy)

Further sanctions may include those above, plus:

- report sheet
- removal from lesson
- writing to or meeting with parents
- withdrawal of privileges
- written warning
- warning letter of exclusion
- exclusion from school

Code of Conduct

We work hard to ensure that every student at Swans International School understands and follows our school code of conduct and shows respect to each other and to adults in the community. Our school code of conduct is at the centre of what we believe is an essential set of values that guide all we do.





Members of the school community have the right to:

- be treated with courtesy and respect
- work in and enjoy a safe, secure and clean working environment
- teach and learn without disruption.
- achieve their potential
- have their property respected
- be proud of their achievements
- receive regular and developmental feedback about all their work

Members of the school community have a responsibility to:

- show respect and courtesy to others.
- keep the school environment safe
- ensure there is no disruption to another person's teaching and learning environment
- develop their potential and to assist others in doing the same thing
- respect students, staff and school property
- ensure that their actions do not discredit the school

In summary:

- Respect yourself
- Respect each other
- Respect all staff
- Respect the school environment

- Respect that this is a place where people come to learn and work

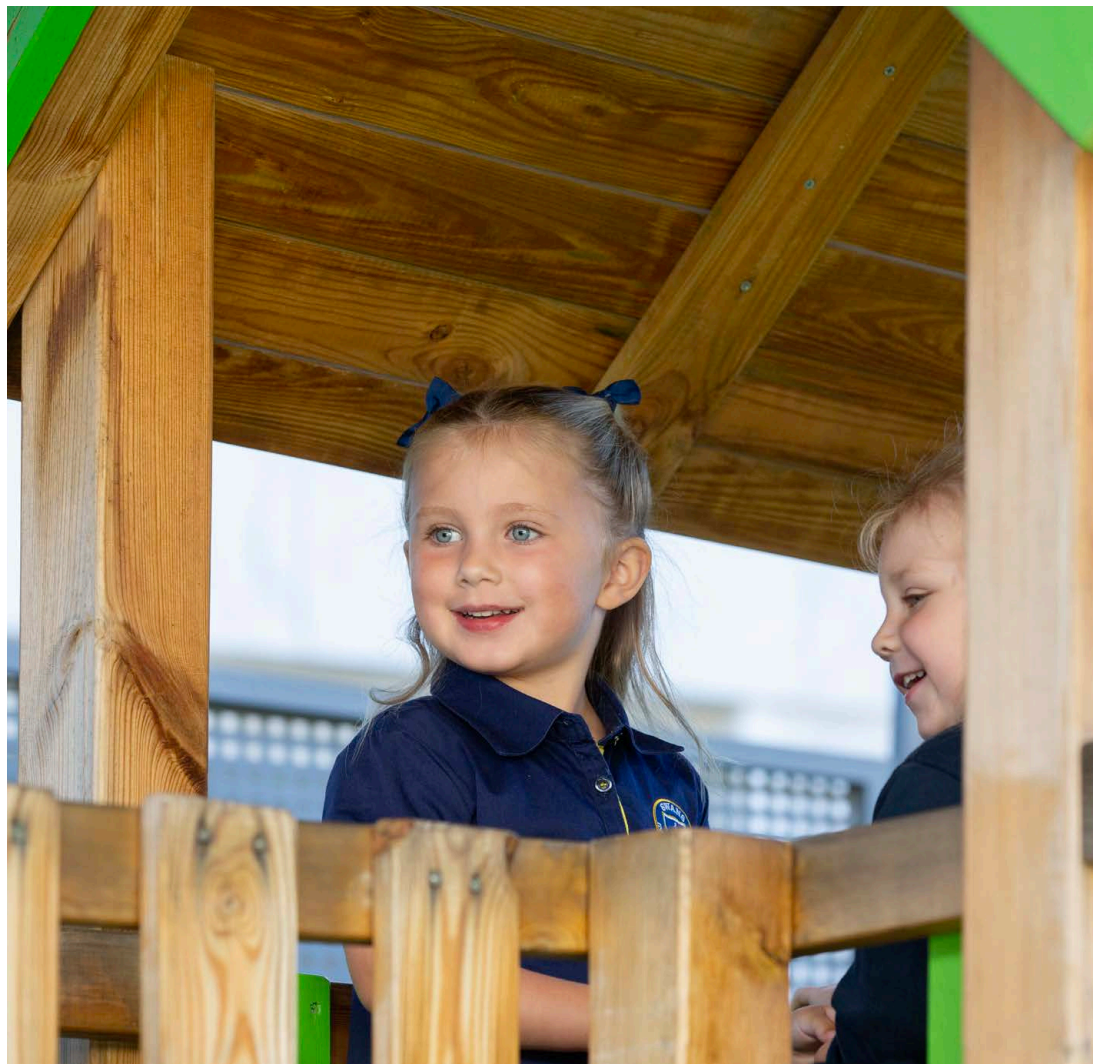
The Code of Conduct is based on mutual care, courtesy and respect for others and for our school. We want all of our students to recognise that everything we do or say has an effect on others and that all members of our school community have the right to do their work and be happy at school.

The school's discipline code is clear, strongly upheld and is based on common sense and fairness. It exists in order that staff and students can foster good working relationships. Students are expected to be punctual, in correct uniform and to have with them the necessary equipment for the day's work.

Our expectation is that all students should behave in a manner that is considerate to others and allows everyone to achieve and ensures that everyone feels safe at school.

We do not accept bullying, racism, anti-social behaviour or any form of physical violence in our school. Students who do not follow our Code of Conduct will face consequences ranging from being asked to move seats and miss playtimes to, in extreme cases, exclusion from school.





Collecting Students at the End of the Day

Parents are asked to collect children from the playground at the end of the day. Children in Early Years, Reception, and Year 1 can be collected from their classrooms after saying goodbye to their teacher. Children are not permitted to play on playground equipment or stay after school hours.

Please avoid stopping in the middle of the road outside the school to collect your child, as this poses a serious safety risk. Do not park near pedestrian crossings or double park, as this blocks other road users. While waiting, we also kindly ask you to switch off your engines to help reduce air pollution.

The Curriculum

Inspired by the top schools in the UK and other successful international teaching systems, our curriculum provides a challenging study that helps our young students to achieve their best using a variety of teaching and learning styles and strategies, including 'cooperative learning'.

Importance is placed on both academic and social skills to encourage children to become

active learners and responsible members of the community.

Children will have opportunities to participate in individual, group and whole class activities, with an emphasis on the learning being interesting, meaningful and relevant to the child. This is enhanced through both practical experiences and educational visits.



Learning Support

All children at Swans are valued and respected as equal members of the school – an inclusive recognition of a neurodiverse world. We celebrate the many different ways students learn, and provide opportunities for all children to succeed. The school adheres to the United Kingdom's Special Educational Needs and Disability (SEND) Code of Practice and seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all.

What are special educational needs?

According to the SEND Code of Practice (2015) children have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of other children of the same age.
- A disability or other condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A student should not be assumed to have special educational needs just because they have fallen behind in their learning. For any child who does fall behind, support strategies will be put in place to bring them back on track.

Early identification

We ensure that students with specific learning needs are identified and provided for in a prompt, professional and caring manner. The subject teachers and the Special Educational Needs Coordinator (SENCo) will monitor,

track and review these students and agree on the level of support required. In other cases, a student's special educational needs may be identified by the school's Educational Psychologist, or in partnership with a private Educational Psychologist. If the school is unable to provide the specific support necessary for a child's success, we may need to discuss alternative arrangements.

Pastoral Care

The Learning Support department exists as an additional service beyond the school's mainstream curriculum. We have established an excellent track record of providing the highest quality of service. When working with the department, students and families receive a holistic and individual support package that is designed to coordinate a child's educational progress across the curriculum. The extra staffing and resourcing costs associated with these services dictate our policy of charging extra school fees.

English Additional Language Support

The support needs of students are quickly identified and catered for through a multilayered inclusive approach. Where necessary, dedicated classes with reduced student numbers, give pupils the opportunity to fully partake and succeed in the mainstream curriculum.

Highly Able (Gifted and Talented) – High Performance Learning

Children are the most inspirational thinkers, and we are honoured and proud to witness their numerous moments of brilliance. We have high expectations of all our students, and believe every individual has the potential to achieve excellence. Enrichment activities and curriculum challenges offer many of our highly able students opportunities to develop, explore, and fulfil their potential. Pre and post-school clubs, which include a variety of specialised activities, provide students with additional avenues for growth. Throughout the year, we also integrate STEAM (Science, Technology, Engineering, Arts, and

Maths) initiatives that challenge students to work collaboratively and creatively to solve complex real-life problems.

Additional External Services

At Swans we make a point of developing links with local professionals who offer their expertise when required.

The following services are available to students of Swans through outside agencies:

- Occupational therapist
- Speech and language therapists
- Child psychologists and psychiatrists



Homework

At our school, homework is seen as an important aspect of the learning process whereby parents, teachers and children are working in a partnership, aiming at raising levels of achievement and maximising educational opportunity.

The main aim of homework is to raise standards. In order to achieve this aim, homework is set regularly throughout the school, gradually increasing in quantity and complexity as the children get older. Our intention is to focus on essential knowledge and skills, such as reading, number facts, multiplication tables, spelling and research. Below is a comprehensive list of the homework the children are likely to receive:

Reading

FS - Children will be issued with a home reader as soon as the class teacher feels it is appropriate and no later than the summer term.

Key Stage 1 and Key Stage 2 - Children read in English every day (and in Spanish on the days specified by your child's Spanish teacher) (In Key Stage 1, books may not be changed every day, as the expectation is for the children to re-read their books to improve fluency and comprehension).

Spelling

FS – Phonics and 'tricky' words

Y1 - Phonic spellings at child's individual level and 'tricky'/HF words

Y2-Y6 - Spelling words. Children must learn the words and their meaning. Teachers may decide to give the children an additional, small associated worksheet to practise these words. Otherwise, they can use a variety of methods, including computer programs

Number Facts and Tables

Years 1 to 6 carry out mental maths/times tables tests on a weekly basis and teachers use a range of resources most suitable for each class. We also take part in the Times Tables Rock Stars program, performing highly against schools across the world.

Maths

Maths homework is generally given once a week from Year 2 onwards.

Research General Knowledge

Students in Key Stage 2 are given general knowledge questions at the weekend. They may also be given additional research homework related to topics they are studying.

When setting homework, teachers will inform children when it must be returned. In addition, teachers will take account of different levels of ability when setting tasks.

Parents will be actively encouraged to support their children by ensuring that they can do their homework in a quiet and calm

atmosphere.

Spanish Homework

This is entirely dependent upon the level at which your child is studying Spanish – it is inevitable that those completing the full Spanish course will have a higher volume of work. Class teachers and Spanish teachers will communicate regularly to ensure that each child does not become over-burdened.





Reading

To encourage a love of reading and writing in all students at Swans International School, teachers organise whole school literacy events and initiatives, including Miss Anne's book club.

We also run Accelerated Reader, an exciting programme used by all Swans students up until Year 11. Students earn points for every book they read and successfully quiz on. They have a termly points target, and their success is celebrated with certificates when they reach or exceed it.

Since the implementation of the programme here at Swans, we have seen reading ages

(which are tested termly) rise rapidly and, more importantly, we have seen the numbers of students reading for pleasure grow exponentially.

This is vitally important, as reading ages are shown to directly link to academic success across the curriculum. To ensure continuing progress in this arena, we really appreciate parents' support in providing students with at least twenty minutes in which to enjoy a good book each night, and also in personally modelling that all-important love of reading within the home.

After School Activities

The school offers a range of after-school activities which generally run for forty five minutes (from 4.15pm to 5.00pm), between October and June each year. Activities may include sports, drama, arts and study support.

A list of each year's after-school activities is published in mid-September. As places for certain activities are sometimes limited, they

are normally made available on a first-come, first-served basis. A charge may be applicable and will be published, together with the activity list.

Please ensure you adhere to the registration and payment deadlines, as we are unable to accept enrolments after the specified date or without full payment.



School Trips

The school organises a variety of educational visits for students. Where these trips comprise part of the curriculum (e.g. science or geography field trips, museum or gallery visits, etc.) students are expected to attend. A charge may be applied in order to cover transport costs and entry fees.

The school also organises recreational and other visits which, although not part of the formal curriculum, promote social integration and enhance subjects. A charge is applied to

cover transportation, board, accommodation and other costs. Written details of any such visits, together with an estimated cost, will be provided to parents in advance. Trips are organised with minimal disruption to the normal curriculum.

Please note that, if the Senior Management Team are concerned about a student, they reserve the right to prevent them from attending a trip (e.g. for behavioural issues in school).



Communicating with School

Parent Contact

The school seeks to operate an open-door policy, under which parents are encouraged to consult with staff both informally and formally, as the need arises.

The first point of contact, in most instances, is the class teacher. Please note that teachers will respond during school hours.

You are welcome to speak to any of your child's teachers, so please feel free to make an appointment to speak with a member of staff through the school office.

(Telephone Number: +34 952 773 248 or email: primary@swansschool.com).

Parents are also warmly invited to attend fun school functions, including parents' receptions, concerts, school productions and other events, which take place from time to time. Details of forthcoming functions are usually included in regular mailings, sent out by formal school letters or via the school's social media and website.

Electronic Communication

Parents of children within our Foundation Stage unit will have access to their child's individual Tapestry account. This is an excellent tool which allows us to share achievements and goals.

Parents of children in Years 1-5 will have access to our online portfolio app, Seesaw. Through this app, you can opt to be informed when your child adds a piece of work or photograph to his/her portfolio (Year 6).

We encourage your comments and feedback about your child's experiences. You are also able to download the updates throughout or at the end of the academic year to create a learning journey book. Please note that teachers are available to respond to messages during school hours. While we encourage communication and value your engagement, responses may be delayed outside of these hours. If you have urgent concerns, please contact the school office for assistance. Although members of staff always do their best to upload photographs wherever





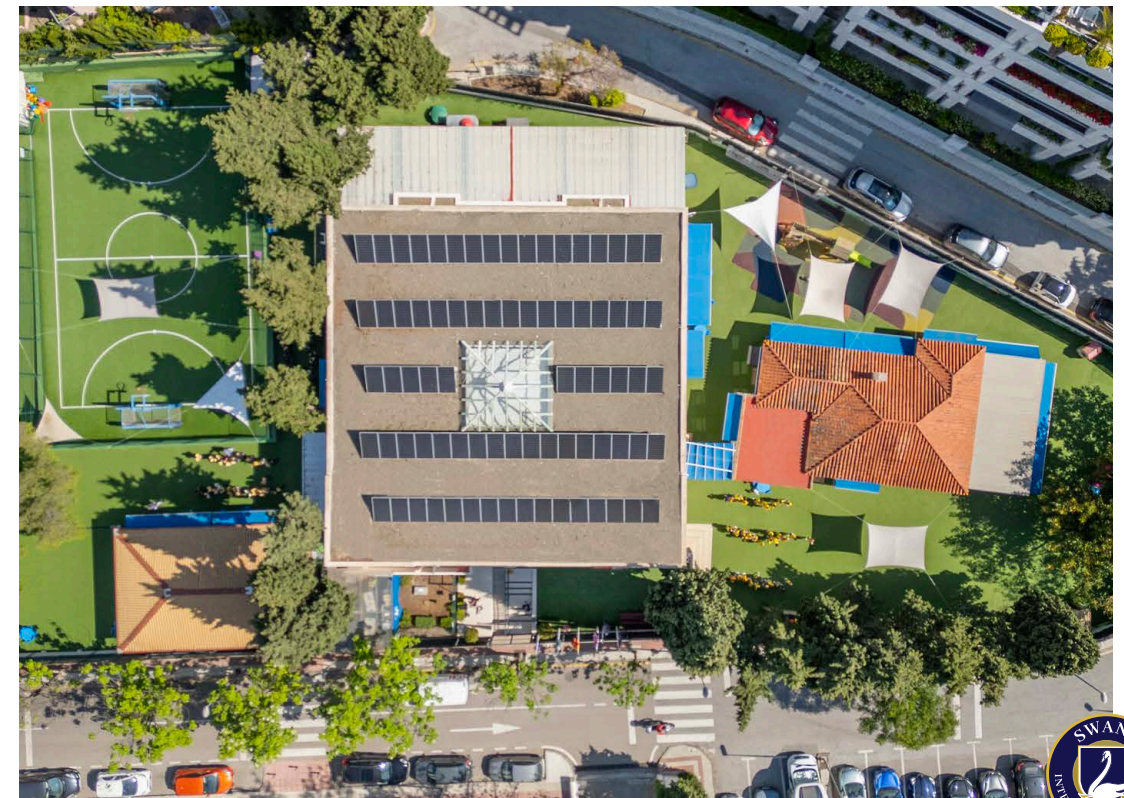
possible, please note that in certain situations (e.g. school trips or residentials), we may only be able to provide a brief update and/or group photograph. Many of the places that we visit have poor mobile phone reception and, as we are sure you will understand, our priority on these visits is always supervising the children. In addition, while you are welcome to use this application as a tool to message your child's teacher, please note that staff are not expected to respond to messages outside of school hours. If you have an urgent query, please contact the school office.

Social Media

The school makes appropriate use of social media to share the successes of our students and the events run within the school. Direct communication is not made with parents

through social media and we encourage parents to think carefully about the sharing of information via these media (e.g. WhatsApp groups).

Whilst these groups are generally used by most parents in a positive way (e.g. to share information relating to their child's year group) there are occasions when negative comments are posted that can be viewed as "gossip". The school takes any sharing of personal information or opinions about students and teachers very seriously. If any such posts are felt to be reputationally damaging to the school or members of its community, parents may be asked to remove their child(ren) from the school. Any concerns or issues that you may wish to raise should be made directly to the school via the correct channels.



Written Reports and Communication

Children are continually assessed throughout the year in a variety of ways. We release written reports to the parents/ guardians at the end of the autumn term and the end of the summer term.

These reports will be given to parents as children are collected at home time, they are also available on iSams. Reports which remain uncollected at that time may be collected at a later date, from the school office.

In addition, we meet with parents formally twice a year.

All general written communication relating to the school is distributed by email through the iSams Parent Portal. [For more information on what iSams is and how it works, please see the relevant section.]

At Swans School, we operate an open-door policy, and staff members as well as senior leaders are available to speak with parents at any time during the year if necessary. Please schedule these appointments through the office.



Visiting the School

Parents are most welcome to visit the school, however, we do ask that you observe several important rules relating to access.

After 9.05am, the front gate to the school is closed, with access only available via the intercom system operated by the school office. If you visit during normal school hours, you will be asked to sign in and out, using the signing in book at the reception desk. You will then be issued with a visitor's badge, which you should return to reception upon leaving. If you do need to visit the office (e.g. to collect correspondence, make appointments, etc.) please see the receptionist at the front desk

and wait in the reception area until called forward.

It is very important for the security of all concerned that all visitors (including parents) sign in and wear a badge. It is the only way in which staff and students can identify those that have a legitimate reason to be in school.

Similarly, in the event of a fire or other emergency, signing in and out ensures that all visitors can be accounted for and no one need take additional risks to search for people who may have already left the premises.



Working with us to Achieve your Child's Best

We are often asked what parents can do to support their child's learning. Here, we have outlined some suggestions:

Develop a routine

In the evenings, establish together a routine of doing homework, having dinner, watching TV together, reading, getting their school bag ready for the following morning and getting plenty of sleep and limiting technology which will all help in developing a study-focused

environment. Arrange a table or desk that your child can use to do their homework.

Take an interest – ask questions, suggest help and encourage. In the mornings, having breakfast helps to speed up the metabolism, which makes children more alert and ready for learning.





Reward your child

We reward your child at school for good progress and effort. You could add your own rewards at home to show that we share these same values.

Reinforce the value of reading

Have books available in the home: having English and Spanish language books and magazines available around the home will help to develop your child's vocabulary as well as their inference and analysis skills. Remember that your child has access to the school library, which is well stocked with fiction and non-fiction works. Your child's English and Spanish teachers are available to talk to you about suitable titles.

Reinforce the value of a smart appearance

We firmly believe in "smart bodies - smarter minds" so compliance with our uniform rules is essential.

Monitoring your child's use of social media

Currently, the minimum age to create an account on Facebook, X (formerly Twitter), Instagram, Pinterest, TikTok, Snapchat and YouTube is generally 13 years old. Some

features may have higher age requirements, and parental supervision tools are available for younger users.

Despite these published age restrictions, a growing number of children are using social media platforms, with or without their parents' knowledge and consent.

As such, it is vital that parents and/or guardians have as much knowledge as possible about their child's online activity. We recommend that you first speak with your child about their social media usage. Items to be aware of include:

- Being too young for the site and its content
- Being unable to understand the complicated privacy and security settings
- Revealing too much personal information
- Being disrespectful to others
- Contacting or being contacted by strangers

We also recommend that you check your child's iPad and/or mobile phone regularly and use a parental control app to monitor screen time and restrict inappropriate content.





Contact Information

School Address & Contact Details

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School Management & Administration

Management Team
Jayne Hunter, Managing Director
Anne White, Headteacher
James Kennedy, Deputy Headteacher

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Patricia Smith, Admissions and Administration
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