

TNS BEACONHOUSE STUDENT HANDBOOK 2011-2012

Every effort is made to ensure that the applicable policies and other materials contained in this handbook are accurate and current at the time the handbook goes to press. However, TNS Beaconhouse reserves the right to make changes at any time without prior notice. The student handbook is also available on our website www.tns.edu.pk. You are advised to intermittently check the online version for currently applicable policies and information.

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INTRODUCTION

From the School Head

This handbook is a comprehensive look at what we offer and intend to achieve at TNS in the school year 2011-12. TNS is a dynamic institute constantly looking to develop, extend and improve our educational services to meet today's global standards. In lieu of this and in an effort to better facilitate you, we have recently updated our campus with a separate entrance and reception area for visitors. We welcome you to TNS with fresh ambitions, new and improved facilities and a serious inclination towards establishing a holistic learning system.

Mission

At the Beaconhouse School System, we aim to provide quality education of a global standard, within the appropriate cultural framework of the countries in which we operate. We aim for excellence through quality management, training and teaching, benefitting our students, the community, the country and the world.

Values

We believe the human mind grows best in freedom and cooperation. We promote equal opportunities for all our students. A student of Beaconhouse is a citizen of the world. We believe in developing responsible citizenship through our teachings. We create an environment for learning which promotes independent, creative and critical thinking. We demand a high standard of work from our students, staff and employees, and we celebrate the achievements of all.

REGISTRATION & ADMISSION

Equal Opportunity

No one is refused admission on the basis of race, religion, language, sect or nationality. The school will only refuse to promote/admit a learner to the next year if he or she has not paid school fees for the previous year.

Registration Process

Parents wishing to enrol a child at TNS should call the school and contact the Front Office. All students must be registered in order to be considered for admission. The completion of the application form and the submission of all required documents along with the registration fee are compulsory. The required documents are:

Birth Certificate

Passport Size Photo

Educational Progress (Latest Report Card)

School Leaving Certificate

Record of Previous School Attendance

Behaviour Record

The applicant's parent/guardian must read and acknowledge the Code of Conduct . They must note that the language of instruction at the school is English.

Students must be of good conduct and behaviour and will be accepted on the understanding that the first term will be probationary and that they could be asked to leave the school at any time, if the Section/School Head are of the opinion that their attitude, progress or conduct is unsatisfactory.

On receipt of the complete application form , the student's name will be placed on the waiting list and a position will be offered as and when it becomes available.

International students will be exempted from the Urdu Language assessment test but will otherwise be subject to the same admission procedure as local candidates.

Age Criteria

The Early Years

36 months -3 years

The Primary Level

3-10 years

Middle School

11-14 years

Senior School (to be initiated as an on-going process)

14-18 years

At all age groups the general social skills of the children are also assessed.

Admission to The Early Years

The Early Years is a selective school section and admission follows an initial assessment. This usually takes place in January, but may also take place at other times depending on the seats available at the school.

For entry into Nursery, we assess performance in a specific range of skills including

Language

Motor Skills

Memory and Knowledge

These provide a profile of strengths and weaknesses which can be used to indicate the level of in-school support needed to guide future development. A pupil entering Nursery must be able to work positively and with growing independence with the support of the class teacher and the teacher's assistant.

For entry into year 1-2, we assess a variety of language and mathematical skills and measure performance against that of students from the previous year. Where appropriate, a school report is taken into account. A pupil entering the school at this stage must be able to work with a considerable degree of independence with the help of class teachers.

Admission to Primary Years

'Primary' is a selective entry point and admission follows an initial assessment. This usually takes place in January, but a second round of admissions is plausible depending on seat availability after the first round. There is an automatic transfer from The Early Years into Primary. Wherever possible, individual interviews and a day of classroom observations are arranged for 3-5 year old candidates.

Assessment includes written papers of Math & English (including an essay and comprehension exercise).

Admission to Middle Years

The Middle Years Programme (MYP) encourages students across the world to become active, compassionate and lifelong learners who understand cross-cultural points of view. Admissions usually take place in January and follow an initial assessment. A second round of admissions is possible depending on the seats available after the first round.

In case of students transferring from other schools to TNS MYP, student will be admitted based upon an initial interview and assessments in Mathematics, English and Urdu. Applicants must achieve the minimum passing percentage in all three subjects to be considered for admission.

The Waiting List

The Head reserves the right to keep students who have reached the appropriate level of ability, or who give an indication of strong future potential on the waiting list if there are no available seats.

GENERAL INFORMATION

Contact the Office

Telephone: 111 867 867

Postal Address: 1 H Jail Road, Gulberg II, Lahore

Email: info@tns.edu.pk

Website: www.tns.edu.pk

School Administration

Head of School: Clive Barnes

Deputy Head of School: Ayesha Kasuri

MYP/IGCSE Coordinator: Asma Amanat Ali

Early/Primary Years Coordinator: Mrs Kanwal Malik

Security Protocol

Our crisis management team has developed evacuation, shelter-in-place, and lockdown procedures. The team is also responsible for designating one or more appropriate evacuation sites; providing training to personnel and updating the plan as and when necessary. Currently

we have in place;

Security Scanners

Security Alarm System

Fire Escape

Evacuation Plan

Parent Communication Plan

Emergency messages may also be transmitted through local media, including television and radio stations. Regular drills are organised so that students of all ages know the emergency exit protocol.

At TNS there is a log in/out system and trained personnel at the security gate ensure that individuals who are not parents or staff members do not enter without proof of appointment.

Students are expected to act responsibly with regard to the health and safety of themselves and others around them. Students must not misuse or interfere with any items or appliances that are provided for safety or security (e.g. fire extinguishers and alarm systems).

ADMINISTRATIVE GUIDE

Fee Schedule

The tuition fee will be payable in advance, in two monthly instalments. Six bank credit vouchers will be issued during the year. You can collect the fee vouchers from class teachers/school accountant as per the schedule given below. Parents can deposit the fee at Bank Alfalah near Sadiq Trade Centre, Main Boulevard, Gulberg, Lahore.

Fee Voucher Issuance Schedule

School Calendar

The updated school calendar is available on the TNS website and will be available in print form at the school office.

ID Cards

Students shall be issued an ID card that will allow them entry/exit rights to the school building.

Staff and students at TNS will wear their ID cards at all times during the school day.

Student Directory

TNS makes directory information available to families (upon their request). This means that each student's name, parents' names and contact information would only be given to other families with the consent of the concerned parties. Please find attached the Directory Information Release form, granting permission to share your contact information with other parents. Parents/guardians have the option of keeping directory information confidential.

Directory Information Release

I/We, the undersigned, as parent(s) or guardian(s), give my/our consent for the following contact information to be given only to families (upon their request) of TNS students.

Child's name _____

Class _____

Parents' names _____

Phone number _____

Address _____

Permission Granted

Permission Denied

Signature of Parent/Guardian _____

Date _____

Photo/Video/Web and Media Release Permission Form

Photo/Video/Web and Media Release Authorisation:

I/We, the undersigned, as parent(s) or guardian(s), give my/our consent for taking and publishing photographs, video, web and media release of the student identified herein and any school work produced by him/her during the time spent at TNS Beaconhouse.

Student Name _____

Class _____

Permission Granted

Permission Denied

(Tick the appropriate box)

Signature of Parent/Guardian _____

Date _____

School Hours

All students attend school 5 days a week (Mon-Fri). Please refer to the grid below for EYE timings. Primary students spend 6 hours a day and Middle Years students spend 7 hours a day

(Mon-Thu) at school. Friday is a half day for the entire school.

School hours are as follows:

Nursery: 8:30-12:30

Reception: 8:30-1:00

Kindergarten: 8:30-1:30

Primary: 8.30-2.30

Middle Years: 8:30 - 3:345

Friday (entire school) 8:30 - 12:30

Attendance Policy

Each student is allowed a total of 10 absences (excused and unexcused) per term per class.

We believe that active participation in the classroom is critical to ensuring that students take the most from their educational experience. Discussions and classroom activities are not replicable and are essential to the intellectual and emotional development of our students. By failing to attend school regularly, students diminish the value of their learning. Students are expected to be inside the campus gate at 8:25, every school day. Regular late arrivals (later than 8:30am) could be dismissed from school until the School Head receives an official response from parents assuring on-time arrival in the future. Students with excessive absences or late arrivals will receive a warning letter from the School Head. Extended absences may result in the student being suspended from the school.

If your child is to be absent from school please call the front office (042-5876391-3) no later than 9:00 am. For security reasons, the office administrator calls families when a child is absent and parents have not reported it earlier. If a notification of the absence is not given within the requisite 24 hour period (by 3:00 pm the following school day), it will be considered an unexcused absence (see below).

Parents shall be contacted by the School Head when student absences appear to be forming a regular pattern, or where the number of days lost are excessive and without reasonable explanation.

Class teachers are responsible for bringing to the attention of the Head any concerns they may have regarding attendance. Administrative staff share this responsibility.

Assembly

The school general assembly takes place every Friday at 8:30 am. The general assembly is not optional. All students are expected to be in attendance unless they are absent or not required to be present by the School Management.

Assembly attendance will be tallied with class attendance. An absence from the assembly will be counted as an absence from the class. Each student is required to be on time for assembly. Late arrivals will not be allowed to participate and will have to wait in the school yard until the assembly concludes.

Attendance Grade

At TNS, the report card does not only indicate a letter grade for academic standing but, also indicates overall attendance. With regard to attendance, evaluation will be based on the following scale:

0-3 absences = Excellent

4-10 absences = Satisfactory

+10 total absences or +5 unexcused absences = Poor

Students at all levels will be rewarded for full attendance.

Lateness is monitored by the school and where there is a persistent problem, the administration will take appropriate action. This may involve contacting parents and involving them in the correcting process. In regards to punctuality, evaluation will be based on the following scale:

0-3 = Excellent

4-10 = Satisfactory

+10 = Poor

TNS will consider a child truant when:

1. He/she is unexcused and absent from school for more than 5 days in succession.
2. He/she is excused and absent from school for more than 10 days in a 30 day period.
3. He/she is absent 30 days or more in a school year.

Documented Absences

A documented absence will not count against the total number of student absences. To ensure accurate attendance records, it is necessary for all related documentation to be presented upon the student's return from absence. All documentation must be submitted by the last day of the term. The following are considered documented absences:

Suspension

Hospitalisation

Religious Obligations

Mandatory Court Appearance

Doctor's Appointment

Funeral

Documented Medical Absences (homebound)

Excused Absences

An excused absence needs to be verified by the parent or guardian. Excused absences may not exceed 10 in total(excused and unexcused combined) from a particular class or students will

receive a poor attendance evaluation on their report card.

An excused absence is defined as being one of the following:

Illness verified by a parent/guardian

Prearranged family vacations. Family vacation request forms can be obtained at the office and must be completed and signed by a parent/guardian, teachers and the School Head prior to the absence. Prearranged absences will count toward the 10 total absences as defined by the policy.

Students will receive an excused absence for a class if they arrive 15 minutes late or depart 15 minutes early with permission.

Unexcused Absences

A phone call is made to the parent/guardian after every unexcused absence. After five (5) unexcused absences, students will receive a poor attendance evaluation on their report card.

Examples of unexcused absences are as follows:

Oversleeping

Personal Business

Missing the Bus (or car trouble)

Work

A student will receive an unexcused absence for a class if they arrive 15 minutes late or depart 15 minutes early without permission.

Making Up for Missed Work

Acquiring and completing missed work is the sole responsibility of the student.

Students will be able to make-up the work that is missed for an excused absence within the same number of days that they have been excused from school.

Work that is missed during an excused absence of more than 3 days will also become the responsibility of the parent. In the event that they wish to pick up the work from the office, a 24 hour notice is required.

Mid Term Holiday Authorisation

The school strongly advises parents against taking their children out of school for holidays during the term. For special cases absence request forms for a midterm holiday are available at the school office.

Leaving Before the Final Bell

If your child needs to leave school for part of a day, please send a note to the teacher in advance. A student who becomes ill and needs to go home should checkout through the office. During school hours, no child is allowed to leave the school premises without the permission of the School Head.

Campus Exit Protocol

An annual student ID card is issued to parents at the time of admission. Parents are requested to ensure that they or their representatives present the ID card to the teacher/security guard on duty at the gate.

No child will be allowed to leave the school premises unless an ID card is presented or special permission is taken from the school office stating otherwise.

Depending on circumstances (sensitivity of each particular case) we may ask parents to provide the school with specific information regarding who may not collect their child at the end of the day (e.g. in the case of separated parents etc.).

Parents are requested to inform the school in advance if they will be late in picking up their child from school. The school will then ensure that the child waits in/or near the reception area.

Visitor Policy

Students are not allowed to bring guests to school. They should take prior permission from the Front Office or the School Head, if deemed absolutely necessary.

School Supplies

A supply list is sent to parents before the beginning of an academic year and all students are required purchase and bring these supplies to school from the first day of the new term.

Registering Complaints

Students may make a formal complaint by writing a letter to the School Head.

Students will be spoken to confidentially within 48 hours of registering a complaint. The situation will then be investigated. The student will be invited to discuss the matter along with a peer or member of the staff. This will happen within a week of the complaint being received. The procedure is intended to produce a resolution that is acceptable to everyone.

Personal Event

Students require permission to hold a party/event/campaign at any time during the year. If they wish to organise a party or other social function, they must seek permission from the School Head or class teachers at least one week in advance. Balloons and gifts brought to the school on special occasions are not to be taken into the classroom during the day. Parents may hand these out once school breaks.

If a student chooses to celebrate his/her birthday with students, parents may drop off a cake in the morning, which will be served during snack time; daily schedules must not be disrupted. At TNS-Beaconhouse we do not encourage goodie bags or excessive celebrations. If a student wishes to give a fellow student a gift, they may not do so on school premises, as this creates an unnecessary compulsion amongst others to partake in gift-giving.

If you are planning a birthday party in your home and wish to distribute the invitations at school, they should be extended to all of the students in the class, or at least to all of those of the same gender as your child. If you wish to invite certain children from the classroom for

the party, we ask that you kindly not distribute these invitations at school. Those who have not been invited often feel hurt when they see their friends receiving such invitations.

Notification of Events

Parents will be notified of important information, such as upcoming events, through circulars or newsletters and the TNS website.

Student Information Change

If the place of residence or telephone number (work/home) changes anytime during the school year, it should be reported to the school office immediately.

CAMPUS FACILITIES GUIDE

Library

Our library is a resource for students at all levels of school education. It is not only a place for leisure reading but a fully equipped computerised centre for knowledge gathering and research. At TNS we have opened access to online libraries such as J-store so that our students use up to date market and academic research. Each student must log in the time and purpose of library use (whether online or book print). Library code of conduct includes communicating (only when essential) in hushed tones and respecting the sanctity of the knowledge space.

ICT/Media Rooms

Our Information Communication Technology or media rooms are equipped with the latest in educational technology for children of all ages. At TNS, technology is a part of the learning environment as is the case with schools around the globe. The school ICT facilities are provided as an aid to academic work - in lessons, projects or private study and research, and as a means of communication between staff, pupils and parents.

ICT equipment must be properly used with due regard to its maintenance. This applies particularly to computer games and the inappropriate use of e-mail and Internet services and especially Facebook, Twitter etc. The school strongly advises students against the use of social networking sites. Students should exercise extreme caution when using such sites and avoid posting personal data and photographs which could put that individual, or other members of the school community, at real risk. Students must not post inappropriate material about members of the school community especially school teaching staff on the internet.

Classroom technology includes:

Loft Libraries

Interactive Whiteboards

Personal Computers (desktops & IMacs)

Ipads

Kinect Xbox 360

Video Cameras, Digital Cameras

Internet Facility, Printers, Scanners

Television / DVDs

Swimming Pool & Sports Equipment

Swimming and games activities are organised for students, subject to age and season. The following rules are expected to be followed:

Clean regulation games kit (according to the uniform) must be worn for all school game practices and matches. Jewellery should not be worn.

Safety wear such as suitable footwear, shin pads and helmets etc. should be worn when needed.

Casual sportswear may be permissible for recreational games activities; permission will only be granted for the use of tidy and appropriate clothing.

Students must always have due regard for the proper upkeep, condition and safekeeping of all school sports equipment and facilities.

The swimming pool and sports facilities may be used ONLY under strict school staff supervision.

Music & Dance Studio

Students must be in comfortable clothing according to the dance programme for which they are signed up. The school will provide all musical instruments for The Early Years. However, if a student decides to seriously pursue playing a particular instrument, it is recommended that they purchase their own, label it and take it home after use.

Cafeteria

The cafeteria has a daily menu-based lunch according to the nutritional requirements of each age group. All meals served at the cafeteria are non-fried trans-fat-free foods which may include for instance brown rice and bran bread etc. Students are allowed to bring lunch from home if that food is according to the health requirements of the school. For more details on the required food standard please contact the Front Office. Chocolate, sweets, crisps, gums etc. are not permitted at the school. Eating during and between lessons other than in designated breaks is unacceptable.

Nurse's Room

A trained nurse is available at TNS to attend to any minor cases but in the case of an emergency, students may, with parental permission, be taken to a nearby hospital immediately.

In the case of illness, only the Head, teachers or the parents can decide whether a pupil should stay out of school or be excused from any activity. Students who feel ill during the day must report to the nurse, teachers or the school management.

All students will have a detailed Medical Information Sheet logged with the school nurse.

Medication: Except for specific cases such as diabetes and asthma, no medication will be given to students and none should be self-administered by them. If your child needs any kind

of medicine during school hours, please make arrangements for the medicine to be brought to the school and administered by you or your representative. The school will make every effort to assist in such arrangements. The school is prepared to offer basic medication i.e., Dettol for minor scratches, Panadol for headaches etc.

We request parents to check regularly for hair lice. All students will be regularly checked for hair lice and cleanliness of nails, teeth, eyes and ears at the Nurse's Room. If we have any concerns, parents will be contacted.

First Aid: If a child is injured or becomes unwell at school, (other than minor cuts or bruises) the school will arrange for them to be looked after in the Nurse's Room and arrange for the parent/guardian to collect them as soon as possible. It will then be the responsibility of the parent/guardian to take the child to a doctor or hospital, if needed. If a child has to be taken to a hospital and it has not been possible to contact the parent/guardian, a member of staff will accompany the child to the hospital and stay until a parent/guardian arrives. Please make sure that the emergency contact number in your child's personal file is accurate and up to date.

Lost & Found

In case of losing any item students are requested to contact the Lost & Found in the Nurse's Room. Personal property is not the responsibility of the school. This includes watches and calculators, books, files, bags, pencil cases, games kits and so on.

Rules for Possession: All items must be marked clearly with the student's name and house.

Any unmarked valuables found on campus will be taken to the Head/teachers.

Students must have the owner's express permission to borrow any property, and return it promptly.

Students are not allowed to bring any valuable or costly items i.e. currency, ipods, laptops, electronic games or toys etc., to school unless in a rare instance.

Art Studio

TNS has a dedicated art studio (ATALIER) with trained visual developers who help children of all ages demonstrate their imagination. The art room is fully equipped with all types of stationary/equipment. Students are requested to leave all such resources within the premises of the art room after they have finished a project.

ACADEMIC PROGRAMME

Academic Philosophy

Reggio Emilia Approach: All three areas (early, primary and middle years) share a strong commitment to our core values of;

A positive image of the child and a belief in the competency of the child; We believe that children are not empty vessels to be filled but rather they are capable of initiating learning and

are able to contribute to the learning process. The curriculum and the way that it is taught, is designed to ensure that each child reaches their individual potential. The classroom environment must be a visually stimulating resource base for staff and pupils.

We value and respect our students and expect the same in return. This policy of mutual respect is evident in our relationships, our actions, our behavioural expectations, especially in the voice of the student council.

The objectives of our curriculum are concerned not merely with helping children acquire knowledge and to teach skills, but also with developing attitudes and values. The staff works hard to ensure that curricular objectives are realistic and are concerned with developing each child's individual academic and social strengths. At TNS we ensure that our students value and enjoy the process of work as much as the work itself.

TNS students learn to demonstrate;

Critical thinking through acquiring core knowledge in the areas of mathematics, physical and life sciences, literature, social studies and religious studies

Knowledge and understanding to identify and address complex problems

Views and actions with reasonable and intelligible argument

Skills and work habits by using technology in a wide variety of situations

Time and resource management to accomplish goals, both individually and as part of a team

Communication skills through reading, writing, listening and speaking effectively in at least two languages

Skills in maintaining wellbeing by developing and expressing themselves creatively

Empathy and respect for others

Responsibility of action

An understanding of and concern for the environment

A global citizenship by being aware of international politics, communities and cultures beyond Pakistan.

The concept is reflective of the IB Programme philosophy.

IB Programme

TNS is an International Baccalaureate (IB) candidate school and we are looking forward to authorisation this year. The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and cross border representation. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

IGCSE Programme

TNS is the official centre for the IGCSE's in Pakistan and students who prefer this examination over the IB (MYP) certification will have the option to choose their certification. It is envisaged that the IB Diploma programme and, where necessary, A

levels will be available for senior students.

SEN Support

At TNS we will attempt to make sure that each student is given a full and equal chance to participate in the TNS curriculum irrespective of any difficulties he or she may have.

Where a child's needs cannot be met within the normal scope of the school programme and curriculum, parents have the option to privately employ a caring and where possible, experienced Special Needs Assistant (SNA) to aid with the child's daily programme.

It is equally important that we acknowledge that some of the children in our care may experience some type of emotional disruption during their school life and this can often manifest itself in a consequent loss of self-esteem in the classroom and in personal relationships, and will need time out for counselling and one-to-one help. We have a school counsellor available for students on an appointment and drop in basis. His/her work is on a case by case basis and she/he will liaise with individual parents as necessary should there be a need to draw up an Individual Education Plan (IEP).

It has been found beneficial to use a range of strategies to enable children to regain their confidence in the education process even if it means flexible working time out of class. All act as an incentive to help change the attitudes of pupils for whom learning is more challenging and who require a little extra support.

The school expects to employ a qualified SENCO, who will report directly to the Head of school, and will provide regular and up-to-date individual reports on the students under his/her observation. In time, we hope to be able to offer both a fulltime school counsellor & separate SENCO with support staff and a Careers Guidance Officer in line with IBO demands.

Academic Calendar

An academic calendar will be used to all concerned at the start of each year or, as appropriate, term.

Curriculum

The aim of the TNS curriculum is to draw on the best of international practices. The school curriculum can be divided into three areas; Early Years, Primary and MYP (Middle Years Programme). We base our curriculum on the UK National Curriculum and intertwine it with Project Based Learning. TNS staff delivers approximately 70% of the curriculum via Project-Based Learning (PBL) in The Early Years, and slowly minimise input until we have approximately 50% PBL coverage at Years 6-8. Child-centred PBL is a distinctive feature of the TNS teaching methodology and in our Deputy Head we have an expert in this area who will continuously cascade the PBL process to all teachers, students and parents.

We believe a successful project should have 3 key features:

1. It is initiated by class enquiry and teachers act as facilitators

2. Teachers remain mindful of covering the curriculum requirements yet also ensure that students' individual work is influenced by their own choices.
3. It covers a minimum of 2 areas of the curriculum and the staff and students actively seek ways in which to integrate further curriculum areas into the project.ect.

The Early Years Curricular Framework

Our core areas of learning at The Early Years are:

Communication, Language and Literacy

Problem Solving, Reasoning and Numeracy

Personal, Social and Emotional Development

Knowledge and Understanding of the World

Creative Development

For teaching purposes students are placed in small groups with two teachers and 1 or 2 ancillary support staff. Within the framework of the group pupils spend most of their time on a mixture of project-based learning to reinforce work which is based upon the latest assessment of his/her abilities. Reports on each student's progress are sent to parents at the time of review. The senior management and teaching staff ensure that reports give differentiated information about the learning process and the work itself.

Primary Years Curricular Courses

Language

Language is fundamental to learning and permeates the entire Primary Years Programme. By learning language as well as learning about language, we nurture an appreciation of the richness of literature. Expectations are arranged into three main strands: oral, written and visual communication.

Oral Communication: Listening and Speaking

Students learn how to listen attentively, to understand and evaluate what they hear; to think about both literal and inferred meanings, and to respond appropriately. Speaking involves the pronunciation, intonation and stress of speech, vocabulary development, communicative competence, proper use of grammar, and the speaker's fluency and accuracy.

Oral language is used to communicate, reflect, gather, process and present information. Oral language needs to be appropriate to the audience and the purpose. This includes knowing when it is important to use accepted conventions and grammatical structures. Students construct their own meaning through the process of articulating their thoughts in a variety of ways.

Written Communication: Reading and Writing

Students are introduced to a wide range of fiction and non-fiction texts, so that they can read

for their own interest and information. The process of reading is interactive and involves the reader's purpose for reading, prior knowledge and experience and the text itself.

Writing helps us in making sense of the world. It is a powerful means by which to remember, develop, organise, gain self-knowledge and communicate ideas, feelings and information.

Learning to write is a developmental process and students need to be able to focus at first on meaning rather

than accuracy. Grammar, spelling, handwriting, punctuation and paragraphing are taught gradually through practice.

Visual Communication: Viewing and Presenting

Acquiring technology and media skills is necessary because of their persuasive influence in society. Visual images immediately engage viewers allowing them instant access to data. Therefore, opportunities are provided to explore the function and construction of images in order to critically analyse a wide variety of media. Learning to understand and use different media expands the sources of information and expressive abilities of students.

Modern Languages

Students are taught French to help them associate and interact in a language widely spoken and understood in today's world. TNS also has a Spanish Club and hopes ultimately to bring Spanish and Mandarin into the curriculum.

Mathematics

The mathematics curriculum is divided into the following:

Numbers and Patterns

Functions

Patterns and Functions: This is where students become fluent users of the language of arithmetic, as they learn to understand its meanings, symbols, and conventions.

Data Handling

Measurement and Shape

Space

Social Studies

This area of study pertains to:

History

Geography

Human Behaviour

Social studies provide opportunities for students to look at and think about human behaviour realistically, objectively and with sensitivity. It aims to guide students towards a deeper understanding of themselves and others, and of their place in an increasingly global society in lieu of past events and geographical location. We will, in the near future, be considering

commercial subjects, i.e. Economics as part of this subject group.

Science and Technology

Science and technology provide opportunities for students to engage in investigation through observation, handling tools, recording and comparing data, and formulating explanations using their own experiences and those of others. Students will gain experience in testing their own assumptions and thinking critically about the perspectives of others in order to further develop their own ideas.

Information and Communications Technology

ICT is used in a variety of ways to support teaching and learning. TNS has provided each class with computers, printers, scanners, and access to the internet, intranet and a wide range of technology to support all areas of the curriculum. Each class has an interactive whiteboard. An interactive whiteboard (IWB) is a large interactive display that connects to a computer and a projector.

Users can also connect to a school network digital video distribution system using an interactive whiteboard. To ensure that students are safeguarded, access to the Internet is supervised. There are screens and firewalls installed to ensure that student can only access appropriate material.

Technology

Ultimately space for drawing, wood & metal creation will be available at TNS.

Music

Music includes the development of creative skills, non-verbal expression and aesthetic appreciation. The TNS music programme involves:

Singing: students sing a repertoire of songs to display confidence and an awareness of pitch and rhythm.

Playing Instruments: students play musical pieces using a range of instruments to demonstrate style, expression, and an understanding of melodic direction, tempo and dynamics. They perform solo and as part of an ensemble for an audience, and follow directions from a conductor.

Creating and composing: students use their imagination and musical experience to organise sounds into various forms that communicate specific ideas or moods.

Notation: students use non-traditional and traditional notation to record their compositions.

Listening and Appreciation: students are given the opportunity to identify and describe various musical elements such as rhythmic patterns, melodic patterns and forms. They distinguish between ranges of instrumental sounds and respond to different styles of music, as

well as to music from different times and cultures.

Personal, Social & Health Education

PSHE provides the models, processes and values for handling social and personal issues and ensuring health and wellbeing. Through PSHE, students develop their identity, use appropriate social skills when interacting with others in a range of situations and learn to communicate and manage their emotions and opinions. PSHE is divided into three areas of learning:

Health and Safety

Interaction

Organisation for Learning

Physical Education

PE allows for developing:

Body Control

Spatial Awareness

Athletic Agility

Natural Reflexes

Visual Arts

As a discipline visual arts develop:

Imagination: students explore, develop and express their ideas using visual arts.

Aesthetics: students consider the line, shape, form, colour, texture and pattern of things as well as balance, emphasis, rhythm, unity, variety, repetition, proportion, tension, contrast and space of compositions.

General Knowledge: students look at the historic, as well as the contemporary role played by visual arts in their own society and in different cultures. They study and appreciate artworks from a range of cultures and media (including their own work) to develop their understanding of the principles of art and design in the world around them.

Confidence: Dance and drama will be seriously pursued at TNS as of September 2011 with highly-qualified personnel. Moot classes will be involved as we ensure that dance, drama and music create the right environment to produce school community plays and concerts for parents and the public at large.

The Middle Years Programme

TNS MYP curricular framework has certain objectives for every subject. These objectives state the specific targets that are set for learning in the subject. They define what a student will be able to do, or do better, as a result of studying the object. The objectives of each subject represent the knowledge, understanding, skills and attitudes that must be taught so that students can achieve the aims of the subject group.

Required Courses

Mathematics| Language A: English| Language B: Urdu| Language B: French| General Science| Islamic Studies| History| Geography | Technology| Visual Arts| Drama/Dance/Music| Physical Education| Swimming

Note: Please see the 'booklist' you will have been sent in advance for subject-based description for the prescribed books

For personal development we teach the following subjects;

Approaches To Learning (ATL)

ATL is about learning to learn and is concerned with developing in students:

How best to learn

How to know that they know

How to communicate their understanding

Community and Service (C&S)

C&S encourages responsible participation in the local environment and the world through teaching students;

How to live in relation to each other

How to contribute to the community

How to help others

Human Ingenuity

Human Ingenuity is concerned with the products of man's creative and inventive genius and helps students understand;

Why we create

How we create

The consequences of creation

Environment Study

Students become aware of global environmental issues and develop an understanding of;

Where we live

What resources we need in order to live

Each person's individual responsibility to the environment

Health and Social Education (H&S)

Health and social education engenders a sense of responsibility for personal wellbeing and encourages healthy relationships through raising awareness in students of;

How they think and act

How they are changing

How they should look after themselves and be proactive and empathetic to other social groups than their own.

Number of Hours Allocated to each Subject/Activity per Week

English 4 hours| Maths 4 hours| Science 3 hours 20 min | Urdu 3 hours 20 min
French 1 hour 20 min| History1 hour 20 min| Geography1 hour 20 min
Islamic Studies 1 hour 20 min | ICT 1 hour 20 min | Art 1 hour 20 min
Physical Education1 hour 20 min | Swimming1 hour 20 min | Music 45 min
Drama 45 min | Dance 45 min |
PLEASE NOTE ALL SCHOOL PERIODS ARE OF 40 MINUTES DURATION

ASSESSMENT METHODOLOGY

At TNS, teachers use a portfolio assessment method whereby each student's progress is monitored via a portfolio of his or her performance in the various curricular projects conducted over one academic year. Alongside this, teachers also use a 'snapshot assessment' method which is an informal way of monitoring the individual strengths and weaknesses of students. This informal method helps teachers plan their next projects in lieu of the needs of each student.

Marking Policy

M: Motivation - students are more likely to be motivated to make improvements if marking is consistent throughout all levels

A: Assessment - students get to judge their success in a particular section of work and learn to improve their work in a particular area.

R: Regular feedback - for teachers and parents

K: Knowledge - Understanding can be checked and enhanced by the teacher

I: Independent learning -questions asked by the teacher can promote research

N: Needs of individuals -Student needs are catered for as teachers mark and guide every student

G: Gain - students receive rewards for their efforts or achievements

General Teaching Strategy

This policy is to be followed by all teaching staff and, where appropriate, by teaching assistants. Whilst there will be variations in marking procedures according to the curriculum area and the type of task performed, the following guidelines will be followed:

Marking involves both written and verbal feedback.

Marking, both written and verbal, should be regular and frequent

Marking should be a mixture of praise and constructive criticism.

Marking should be linked to learning objectives/targets.

The marking criteria should be displayed and explained in each classroom.

Parents should have a copy of the school's marking procedures.

Where possible, students should be involved in the marking process. They should be encouraged to identify their own mistakes and be given the opportunity to correct/improve them.

Marking should be fair and accurate and applicable to the individual child unless the work was completed by a group.

If the work is oral or of a three-dimensional construction, it may be appropriate to record comments in a written format elsewhere.

Marking should be clear and easy to read. The staff has a responsibility to identify, spelling, punctuation and grammatical errors in students' work, although not every error should be marked as this will have a negative effect.

At TNS, all work is marked with a blue or black pen only.

All work should be signed and dated by the teachers concerned.

If a child is asked to correct, check, change or reorganise any aspect of their work, teachers must ensure that this is done and that the outcome is satisfactory.

Throughout the school, children should be given guidance and the opportunity to evaluate their own achievements.

Make clear to the student what the success criteria will be (i.e. what the teachers are expecting to see/find?).

Teachers provide time for students to review and read the teacher's comments and to work on improvements that have been identified.

Teachers may need to give feedback to some students individually about specific achievements or concerns.

Teachers will read out good examples of individual work, from which students can learn.

Let the students exchange books, to learn from each other.

Use peer marking; it is a very worthwhile strategy and is equally useful for students to exchange and check work before the teacher sees it.

The Early Years (Nursery, Reception, Kindergarten)

Grading and promotion to the next level is based mainly on the class teacher's assessment of each student against specific criteria. Student's general awareness, comprehension and communicative ability, rate of mental and physical development, and age, are all factors that are taken into consideration.

Primary Years (Year 1-5)

All assessment is based upon subject-specific criteria. A 'snapshot assessment' will also be made at the end of Year 1 and in cases where a student is not able to perform at the expected level, the student may be retained in the same class but only after in-depth research and inquiry.

Middle Years

The MYP assessment model is also described as criterion-related as it is based upon pre-determined criteria to which all students should have access. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. Assessment is either formative or summative.

Formative assessment is an on-going process at TNS. It is important to note that parents are given detailed information on their child's formative progress throughout the term. The formative assessment record will provide a synopsis of student effort during the learning process. Assessment tasks are designed by teachers according to the prescribed MYP assessment criteria. Student achievement is based upon their meeting the criteria for a specific level. Teachers record their comments on students' performance and progress in 'Observation Diaries' and 'Formative Assessment Record Notebooks'. At the end of each semester a full written report of all subjects will be given to parents. This result is a summative analysis of each student's performance over the year.

MYP Grading Criteria and Scales (Summative)

English Language

Criterion A	Content	Maximum 10
Criterion B	Organisation	Maximum 10
Criterion C	Style & Language mechanics	Maximum 10

Evaluation Scale

MYP level	All marks out of
7	28-30
6	24-27
5	20-23
4	15-19
3	0-14
2	5-9
1	0-4

Urdu & French

Criterion A	Speaking & listening /message & interaction	Maximum 8
Criterion B	Speaking - language	Maximum 8
Criterion C	Writing - message and organisation	Maximum 8
Criterion D	Writing - language	Maximum 8
Criterion E	Reading comprehension	Maximum 16

Evaluation Scale

MYP Level	All marks out of
7	43-48
6	37-42
5	31-36
4	24-30
3	17-23

2	9-16
1	0-8

Mathematics

Criterion A	Knowledge and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communication in mathematics	Maximum 6
Criterion D	Reflection in mathematics	Maximum 6

Evaluation Scale

MYP Level All marks out of

1	0-4
2	5-8
3	9-12
4	13-17
5	18-21
6	22-25
7	26-28

Science

Criterion A	One world	Maximum 6
Criterion B	Communication	Maximum 6
Criterion C	Knowledge and understanding	Maximum 6
Criterion D	Scientific inquiry	Maximum 6
Criterion E	Processing data	Maximum 6
Criterion F	Attitudes in Science	Maximum 6

Evaluation Scale

MYP Level All marks out of

1	0-5
2	6-9
3	10-15
4	16-21
5	22-26
6	27-31
7	32-36

Humanities

Criterion A	Knowledge	Maximum 10
Criterion B	Concepts	Maximum 10
Criterion C	Skills	Maximum 10
Criterion D	Organisation & presentation	Maximum 8

Evaluation Scal

MYP Level All marks out of

7	34-38
6	29-33

5	24-28
4	19-23
3	13-18
2	8-12
1	0-7

Information Communication Technology (ICT)

Criterion A	Investigate	Maximum 6
Criterion B	Design	Maximum 6
Criterion C	Plan	Maximum 6
Criterion D	Create	Maximum 6
Criterion E	Evaluate	Maximum 6

Evaluation Scale

MYP Level	All marks out of
1	0-5
2	6-9
3	10-15
4	16-21
5	22-26
6	27-31
7	32-36

Arts

Criterion A	Knowledge and understanding	Maximum 8
Criterion B	Application	Maximum 10
Criterion C	Reflection and evaluation	Maximum 8
Criterion D	Personal engagement	Maximum 8

Evaluation Scale

MYP Level	All marks out of
1	0-3
2	4-8
3	9-13
4	14-20
5	21-25
6	26-30
7	31-36

Physical Education (PE)

Criterion A	Use of knowledge	Maximum 8
Criterion B	Movement composition	Maximum 6
Criterion C	Performance	Maximum 10
Criterion D	Social skills	Maximum 8

Evaluation Scale

MYP Level	All marks out of
1	0-5

2	6-10
3	11-15
4	16-20
5	21-24
6	25-28
7	29-32

Awards for Academic Distinction will be given at the end of presentations or speech days where public acknowledgement of hard, talented and skilful endeavours will be applauded.

SCHOOL WORK SUBMISSION GUIDE

Language of Instruction: English

Spelling Protocol: UK English

Bibliographic Style: Harvard

Student Responsibilities

Read comments written by teachers (this applies to parents too)

Respond positively to the comments

When advised, assess work using the given/understood criteria.

Carry out peer assessment fairly and responsibly

Put the best effort into book work

Catch up on book work after absence.

Do not place graffiti on the cover of exercise books. They should only show name and class detail; (teacher's name and subject where applicable).

Teacher Responsibilities

Mark books at least once every week or 3 times per unit.

Advise students on how to improve the level of their work.

Work should be marked regularly and as soon as possible after it has been completed. It will not always be necessary to mark and annotate every piece of work in great detail and staff may wish to target certain pieces for in-depth attention and make use of peer assessment or self-assessment with students in the classroom.

When marking students' work, teachers need to consider that:

Comments are to form the basis of a discussion between teacher and child

Comments are to correct or improve an existing piece of work

General Rules

If an exercise is numbered, the numbers are to be put in the margin, followed by a full stop.

Students should begin the next piece of work beneath the last one.

Students will be encouraged to use neat handwriting at all times.

In case of an error, student should just use a single line to cross it out. (E.g. schol, school)

No writing or doodles of any kind should be on the covers of exercise books.

Date and Title

All work must have a date and title.

The date should be written on the left hand-side of the top line, (or the next available line) and the title in the middle of the line below. The full date should be written e.g. 22 September, 2011. Only in mathematics is a numerical date acceptable e.g. 22.07.09.

Students should leave a line underneath the title before starting their work and indent from the margin to leave space for the teacher's comments.

Pen & Pencil Use

Students in Primary will use a pencil. In Grade 5, students will write in pencil initially. It is the teachers' decision to introduce the use of pens when students are able to use them appropriately.

School pens will use black ink. Students in Grade 6 should be encouraged to provide and use a cartridge pen and be responsible for their own pencil case. Students will use pencils in their Mathematics & Science books but children may progress to using pens when presentation is of a sufficient standard.

HOMEWORK SUBMISSION GUIDE

The purpose of the homework at TNS is to:

Develop independent learning and research

Consolidate classroom learning

Practice and develop skills

Develop self-discipline and time management skills

Develop partnerships between pupil/parent/teacher

Student Responsibilities

Copy the homework timetable into the diary.

Record the homework fully.

Complete it on time.

Submit it on time.

Ask for help if needed.

Teacher Responsibilities

Set appropriate homework subject wise and record in weekly planner.

Collect it on the due date and then mark it.

Give feedback to the students.

Keep and provide the monthly homework record for every student

Teachers use the following codes when marking homework

Symbols	Descriptors
sp	Underline incorrect spelling. Write-sp- above the incorrect spelling to further identify the error to the pupil.
CL	Think about capital letters
//	Paragraph needed
_	A word has been omitted
O	Objective met
sm	Check speech marks / is speech set out correctly
gm	Grammatical Mistake
---	I am not able to understand
	Good Work
	Excellent

General Homework Scope

We believe that homework tasks should have a clear objective and be linked to the study programmes. At TNS, the homework tasks may include the following

Written Assignments

Investigations

Interviews

Research

Public Library Visit

Reading

Designing

Drawing

Word Processing

Simple Experiments

Essay Writing

Drafting

Report Writing

Revision

Making a Model

Desktop Publishing

Projects

The Early Years Homework Schedule

There is no fixed homework schedule; the class teacher will provide students with an assignment timetable at the beginning of the year. The recommended assignment timetable is as follows:

Year	Duration of each assignment	Number of assignments per day
Year 1-2	30 minutes per assignment	2 assignments per day
Year 3-4	30 minutes per assignment	3 assignments per day
Year 5	60 minutes per assignment	3 assignments per day

Primary Years Homework Diary

There is no fixed schedule for homework at the primary level but whatever homework is assigned, the general guideline is to allocate 60 minutes per assignment.

The homework diary should be brought to the school every day.

Homework is normally written on the board with sufficient time for students to copy it down into their homework diary.

The date for submission is clearly stated.

The content of the homework and instructions are written clearly so that parents can understand what has to be done, and can help if necessary.

Parents should check and sign the diary regularly

Middle Years Homework Schedule

There is no fixed homework schedule; the class teacher will provide students with an assignment timetable at the beginning of the year. The recommended assignment timetable is as follows:

Mon	Science
Tue	Islamic Studies, English & Urdu
Wed	French & History
Thurs	Geography & Mathematics
Fri	Comp

Music, Drama, Dance at the discretion of the teachers concerned

Help with Homework

Students are encouraged to do their homework independently. If homework tasks are not completely understood by any student or if any student finds the homework difficult, they are welcome to ask their teacher for guidance and help.

Monitoring Homework

Subject teachers keep an accurate record in their mark books, and check that the set homework has been completed. At the end of each month, the pupil's homework record will be sent home. A grade will be given for the student's ability to complete homework on time for each subject.

Incomplete Homework Detention

If homework is regularly disregarded by a student, the concerned teacher will inform parents before organising any detention.

If the student fails to attend a homework detention then this becomes a behaviour issue which will be dealt by the teacher and the School Head.

Students will be given extra work to do in the detention. This work does not have to be related to the homework not done, as, by now, it will probably be past the time when completing it would have been useful. The detention should be seen as a sanction for not completing homework.

If a student begins to develop a poor homework record, parents will be invited to the school to see the Head and the concerned teachers to discuss how to encourage and support the student further.

BEHAVIOUR POLICY

Setting the Rules

All members of the TNS community are expected to lead by example and communicate good behaviour patterns both directly and indirectly. Relationships between adults and students at TNS are built around fairness and consistency.

Effective classroom discipline is primarily achieved through the provision of a well-planned and stimulating curriculum delivered in an organised, well-resourced and well-managed environment. All staff members utilise effective strategies for encouraging positive behaviour and for dealing with disruptive behaviour.

Based upon the Expected Behaviour Guide and the Code of Conduct (see below) each teacher negotiates a set of class rules with their students at the beginning of each year. These rules are referred to when praising or reprimanding a student. Parents should be involved where behaviour causes negative concern.

Code of Conduct

The guidelines below are to enrich our students socially, morally and emotionally by engaging them in positive action and contact within their social and cultural environment.

Treat others as you would like to be treated yourself

Demonstrate good manners and considerate behaviour at all times

Be conscientious in your attitude towards work and school commitments, aiming to do your best at every opportunity

Allow others to work without disturbance

Care for other people's welfare and property

Look after the physical environment of the school

Cooperate with others in a spirit of trust, mutual support and common purpose

For legal and safety reasons, certain activities require specific permission. In addition, some places have their own particular rules.

Expected Behaviour Guide

To acknowledge the presence of adults, listen with care and not interrupt when being spoken to

No chewing, eating other than at designated times

No gum at school

To not use a mobile phone or wear headphones

Say please and thank you both verbally and in writing if necessary

Keep surroundings clean; do not throw things down; use dustbins etc.

Consider the needs of other people; not be arrogant in manner, or tone; apologise promptly for any discourtesy

Be respectful to teachers, obey and follow instructions carefully and cooperate to achieve the learning objectives during class lessons and projects activities

To not harm anyone physically or emotionally and not use abusive/foul language

To not damage or destroy the school/public property

To be polite to adults including the grounds men, catering staff, cleaners, drivers, umpires and referees; remember to thank them and assist them to clear up

To wear clean and tidy school uniform in accordance with the clothing list

To abstain from spitting, or chewing gum

To not run or push in corridors or queues

To respect the environment - its upkeep, appearance and noise; for example, not playing loud music or making noise during lesson or prep times; help to save energy & resources

To be punctual, keep staff informed of whereabouts; signing in and out and requesting permission as required.

To greet all staff and visitors to the school in a friendly manner

Use toilet facilities appropriately; do not soil these areas; dispose of tissues; flush toilets; wash your hands properly

Classroom Etiquette

During lesson activities students should complete all current work assignments and then, if time permits, continue with reading or other activities. Pupils are expected to do all work set to the best of their ability and to hand it in on time.

Punctuality is required at all times, in accordance with the weekly routine. In practice, this means arriving early for all commitments.

Students are not allowed to wander around the school during lesson time.

Clothing Guide

School uniform and games kit will be defined by the clothing list. School clothes must be clean, tidy and worn properly. Spiked boots and studs may be worn only on the appropriate pitches; they should not be worn on hard surfaces. Informal dress should be clean and tidy, not outlandish or sloppy. There should be no mix of uniform and casual dress. Denims may NOT be worn at any time at schools.

Hats, sunglasses and headphones are not to be worn with school uniform.

Hair and Accessories

Hair should be clean, tidy, and kept away from the face

Girls may wear plain studs or small, discreet earrings, one in each ear lobe. No other visible jewellery may be worn by boys or girls with school uniform or games kit, unless specifically permitted by the Head.

Nail varnish may not be applied with the school uniform. Visible body piercing and tattoos are also not permitted.

Mobile Phones/MP3/Ipod

Students are strictly forbidden to bring mobile phones etc. to school. The TNS staff will help students contact their family in the case of an emergency.

Student Organisation

Students wishing to organise or be involved in any group activity on campus must seek permission from the Head of TNS. No student is allowed to put up a notice on the school notice board without the approval of the Head of TNS. Group activities include:

Charity events especially where money collection is involved

Concerts or other entertainment

After school activity

Club/gang formation

Group hang-outs in isolated parts of the school

Secret agenda setting meetings

Public Invitations

Students must not contact any form of the media directly or indirectly without the permission of the Head/Teachers.

Students may not invite visitors to the school without prior permission.

Gross Misconduct

Any student found breaking the rules mentioned below will be severely reprimanded. Breaking the rules below could result in suspension or expulsion from the school. The following are strictly prohibited:

Acts of violence (physical or verbal abuse)
Usage and possession of drugs
Alcohol consumption, possession and sale
Smoking and the possession of tobacco, lighters or matches
Misuse of solvents or aerosols
Possession of pornographic material
Theft
Possession of firearms (including air guns, fireworks, explosives, catapults, crossbows, knives or related devices, even BB guns)

Disciplinary Measures

Outlined below is a sliding scale of procedures, which is employed to deal with unacceptable behaviour at school. At each stage, if the behaviour persists over time then TNS staff considers implementing the next stage. Integral to all stages is the student talking to the staff to reflect on their behaviour. Where appropriate, the student should offer a strategy they can use to prevent such behaviour recurring in future and explain how they will behave should a similar situation arise thereafter. If a student cannot offer such an explanation, such expectations are clearly outlined by the concerned staff member. Students, who have been disciplined, will always be given the opportunity to make a fresh start and be consequently praised for doing so.

Stage 1

This stage features a series of low level intervention including:

Eye contact/disapproving look
Raised voice/hushed voice

Stage 2

A student receives a verbal warning from the member of the staff or adult stating that their behaviour is unsuitable and does not conform to established expectations.

The member of staff discusses the behaviour with the student in private and, where appropriate, sets targets for the future.

If the incident happens outside the classroom, it is necessary to inform the class teacher to reinforce the message. An incident report will be sent to the parents.

Stage 3

If a warning has not brought about a change in a student's behaviour then it will be necessary to use further sanctions, which include:

A student will be given a time out and moved away from distractions or from where they can distract others.

A student will be sent to another supervised area of the school (any work missed can be caught up with at break or given as homework with an accompanying explanatory note to parents).

Where persistent misbehaviour continues, the class teacher will inform the Head and a meeting will be arranged with the student's parents to discuss the problem and agree upon strategies to modify the behaviour. These include:

Recording of behaviour in each session with a smiley face/sticker chart

A daily report for a period not exceeding two weeks is sent to parents, with comments from the teacher(s), and the Head. Strategies will be reviewed on a daily basis and a review date set to meet parents to evaluate the success of the strategies used. Infractions are dealt with on a case-by-case basis. Usually, the consequences for bullying or physical violence could include any of the following:

Missing a recess

Students may be precluded from co-curricular activities

Stage 4

In a case of serious misbehaviour, the student will be sent to the Head and parents will be informed as appropriate. Sanctions at this stage include the withdrawal of privileges (e.g. extracurricular activities). The following are the reasons for serious sanctions being imposed by TNS:

Steals or attempts to steal school or private property

Causes, attempts to cause, or threatens damage or harm to school, school property, or another person

Threatens the use of any real, or fake weapon, incendiary device or dangerous object

Possesses, uses, sells or otherwise furnishes or is under the influence of any controlled substance

Use of sexual innuendos

Possesses or uses tobacco/alcohol/drugs

Commits an obscene act or engages in habitual profanity or vulgarity

Frequent or flagrant wilful disobedience, defiance of proper authority or disruptive behaviour

Truant from school

Is abusive towards others; bullying or violent

In exceptional circumstances, the Head can suspend or expel a student from school, giving parents the written notification of the decision. Please note that for acts of gross misconduct (e.g. violent conduct, bullying, abusive language) stages can be omitted at discretion of the Head. In order for this policy to be administered effectively and fairly, your cooperation is essential, and we thank you in advance.

HONESTY POLICY

(In-line with IBO worldwide policy)

Student Responsibilities

Students are strongly advised to abide by the following guidelines:

Acknowledge all sources (e.g. books, journals, internet sites, magazines, photographs etc.), using Harvard citation style when writing assignments. **NO PLAGIARISM.**

Use footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person.

Paraphrased ideas of another person should also be acknowledged.

Review all work before submission to check that all sources have been acknowledged

As far as possible, work independently with the support of the subject teacher

When collaboration with other students is required or encouraged by teachers ensure that the final work is produced independently.

Do not attempt to submit a similar piece of work for different assessment components

Listen to and follow all instructions given before an examination.

Cheating during formal assessments will be addressed immediately and strongly.

Teacher Responsibilities

The following are some of the measures that should be adopted to avoid malpractice:

Provide advice to students when necessary so that students have a clear idea of what constitutes plagiarism in the various subjects. Teach how to correctly acknowledge sources.

Ensure that the words, ideas, work from sources are acknowledged appropriately.

Be vigilant enough to spot inexplicable changes in the style and quality of student work.

Question students on written work, especially the extended essay, in order to determine whether the work is really done by them.

Each teacher is required to confirm that, to the best of his or her knowledge, all work accepted or submitted for assessment is the authentic work of each candidate.

Distinguish between collaboration and collusion to prevent allegations of collusion against students.

Cooperate in the investigation of suspected cases of malpractice.

Write a statement for any report on malpractice and submit it to the Head

Do not leave candidates unsupervised during examinations

Do not disclose the contents of an examination paper, at least up to 24 hours after the examination has been conducted.

Do not permit a candidate additional time in an examination unless formal authorisation has been granted.

Do not start an examination before the scheduled time.

Do not provide undue assistance to a candidate.

Academic Dishonesty

Academic dishonesty constitutes acts which result or may result in an individual gaining unfair advantage. The following is a list of such behaviour, but is by no means exhaustive:

Plagiarism: offering the words, ideas, works or arguments of another person (in whole or part) as one's own. This includes works of music, film, dance, theatre arts or visual arts.

Copying from another student or making information available to another student during a test or examination.

Fabricating or falsifying research data

Submitting the same piece of work for more than one course

Communicating with another student during examinations

Bringing restricted material into the examination room

Interfering in the scholastic work of another student, for example by stealing laboratory reports, computer files and library materials

Altering grades awarded by a teacher

Stealing examination papers

Using an unauthorised calculator during a test or an examination

Impersonating as another student

Sanctions for Academic Dishonesty

Sanctions against academic dishonesty may range from a warning to even dismissal depending on the seriousness of the offence, i.e. copying/collaboration in examinations.

The consequences are (but not limited to):

1st offence:

Grade zero will be given for the assignment or test and a warning letter will be sent to the parents

2nd offence:

Grade zero will be given for the assignment or test and suspension will be considered.

3rd offence:

Grade zero and suspension or expulsion from school

If a teacher or the coordinator has reason to believe that a piece of work submitted to the school is not authentic, that work will not be accepted. This will result in no grade being awarded for the subject. Proven cases of theft of examination/test materials will result in expulsion from school.

ROLE OF PARENTS

The TNS community believes that parents also have a great role and responsibilities to assist the school in enforcing the standards of student conduct. Parents are requested to go through the school discipline policy and the school rules given in this handbook to work with us for the benefit of their child. The TNS team requests parents to:

Review the school handbook with your child to ensure that he/she understands the rules and consequences for breaking them.

If something is unclear, make an appointment to see the TNS Head

Read carefully the school notices sent

Talk with your child to learn about their version of what occurred when informed about his/her disruptive behaviour. Meet with the teacher and school administrator immediately to

develop strategies for preventing it from happening again.

Be alert to indications of your child feeling threatened and find out what is going on

Any form of abuse or bullying will be approached with a zero tolerance position.

Homework Assistance

Provide a suitable place for your child/children to work at home.

Make homework valued by your child/children, and point out the benefits of it.

Make sure that your child/children complete homework and praise them for their efforts.

Check homework diaries regularly and encourage your child/children to meet deadlines.

Sign the diary.

School Work Assistance

Read the comments written by teachers at least once every fortnight.

Support the school in checking that students are organising their book work effectively.

Check that students are packing the correct books and equipment for each day of the school week.

Support the school in providing a bag that can accommodate books comfortably and is not too bulky or heavy as this places strain on a child's back/body. Students in classes 4-8 will have their own lockers allocated to them at school.

Parent-Teacher Coordination

We want parents to feel closely involved in the life of the school and to be able to contact the staff at any time. On a more formal basis, there are the scheduled parent-teacher conferences which offer parents the opportunity to discuss their child's progress with the teachers.

The precise dates for all events will be indicated in our academic calendar, issued to all parents before the start of the academic year. However, we do not restrict your contact to these formal occasions. Should you wish to discuss your child's progress at any time, you can call the Head and set appointments through the main office with individual subject teachers. Please make every effort to join your Parent Teacher Organisation (PTO) which meets on the first Friday of every month at 12 (noon) in a designated area which, as with the meeting agenda, will be advised in advance.

We the staff and I as School Head, welcome you to TNS. We are pleased to have you as part of our unique Pakistani school. With your cooperation and compliance with the recommendations of this handbook, we look forward to a year of progressive improvement in all areas of education facilitation. Whether you are a teacher, student or parent, know that you play a vital role in making the TNS community a source of inspiration, creativity and learning for young minds to grow freely in.

C.R. Barnes

Head of School

TNS Beaconhouse