



 **International School of Monts-de-Corsier**

**International School of Monts-De-Corsier
Parents Handbook
2011 / 2012**

V1.2 October 2011

Introduction

Welcome to the Parents Handbook for the school year 2011/2012

For those of you who already know us, I hope the information contained in this handbook is a useful reminder. For new families, it will help you become acquainted with the aims and objectives of the school, an overview of the curriculum each class follows, as well as practical day-to-day information.

We will begin in September with 8 classes with Foundation 1 from 3 years, through to Year 6 for ages 10 to 11 years. Parents may choose to send their children for the morning only to Foundation 1.

The school will start with approximately 100 children. I am sure you will join me in welcoming our new families and will help them all to settle quickly into the ISM community.

Our crèche is also available throughout the year and can provide a number of solutions for your younger children from 18 months and those not yet ready for Foundation 1.

This summer we have as in previous years continued to work hard to improve the schools facilities. In September you will see that we have upgraded the Salon area to create a new learning area complete with interactive whiteboard, the main house staircases have new carpets, work has been done to improve the Foundation 1 to Year 2 cloakroom areas and many windows in the main house have undergone repairs and refurbishment. In addition we have added a new bus to our fleet.

We will continue, with your help to strive to make ISM a place where both you and your children feel at home and where you can be sure strong foundations are being laid for their future.

A copy of this document which is regularly updated is available on our website along with a number of other helpful documents and policies.

<http://www.international-school.org>

Andy Croft

Director - ISM

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July 2011

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School Philosophy

ISM is committed to the development of a child's mind, human relationships and place within the community and the wider world. To achieve this goal the school aims to educate children to become:

- Life-long learners who are principled and empathetic
- Tolerant and sensitive members of the school and community
- Responsible, knowledgeable and adaptable citizens ready to prosper in today's ever changing and challenging world

Life long learners have enquiring minds, question and reflect, demonstrate and communicate their understanding effectively and contribute to their communities. Through guidance from the teacher, students are encouraged to set and maintain realistic goals and achieve their full potential.

Students who are informed and active citizens of the school community and wider world are those who are encouraged to develop a sense of responsibility for their decisions and actions.

The school offers a balanced a rigorous curriculum that is continually reviewed and developed and based on the acquisition of skills and concepts essential for future challenges.

The school employs talented, caring and well-qualified teachers who are committed to their students' futures. They create a supportive atmosphere in an international community and in doing so create a positive three-way partnership between themselves, the students and their parents.

Location / Directions

The school is easily accessible from both the motorway Vevey-Bern and the main road from Vevey to Châtel-St.-Denis.

When using the motorway, take the exit Châtel St. Denis / Les Paccots and drive towards Châtel St. Denis. Cross the bridge after 1 km and turn left, direction Vevey, and into Canton of Vaud. After 200 metres take the first right turn to Cret Cory, Râ Dieu and drive up along a narrow lane for about 500m. Parking is available opposite the school gate on the right, just past the tennis courts and football pitch. Driving time from Montreux is 15 minutes

When using the main road Route de Châtel St. Denis from Vevey, the road winds up through the vineyards and through Jongny. After passing the left-hand turn to Mt Pélerin, continue towards Châtel St. Denis. The school is signposted on the left a two hundred metres before the junction for the motorway. Driving time from Vevey is about 15 minutes.

A map containing directions to the school can be downloaded from our website.

www.international-school.org

GPS co-ordinates: Latitude : 46.5129581 Longitude : 6.8908900

Postal Address

The International School of Monts-de-Corsier

Ch. de Bellière 12

1808 Les Monts-de-Corsier

Administrative Details

School Day

Foundation 1 (Morning only) 08.45 - 12.00 or 13.00 each weekday

Foundation 1/2 and Years 1 to 6 08.45 - 15.30 each weekday

Parents may not leave their children unsupervised at school before 08.45.

Attendance

Attendance is expected from all children on all scheduled school days.

Many families are only in Switzerland for a limited period and so may wish their children to travel with them to enjoy the exceptional opportunities available. However, frequent absences, early departures and late arrivals after vacations can seriously affect the academic progress of a student.

Parents should notify the Director in writing if their child will be away from school during term time.

Students who are absent through illness should be excused by telephone, preferably between 08.00 and 08.45 (021 948 0808). The school requires a Doctor's note for absences exceeding 3 days.

For absentees who normally take the school bus parents **MUST** also call (or text), the bus driver directly.

Information about continued absence can be sent by e-mail to office@international-school.org

Communication

Parent / Teacher conferences are held each year and assessment reports are issued at the end of the autumn and summer Terms. Teachers are available throughout the year, following prior arrangement, to discuss your child's progress.

If you require any information about your child's education at ISM please contact your class teacher in the first instance. In most cases your child's teacher will be able to answer your queries. In the event that this is not to your satisfaction please contact the Head teacher.

Letters and information from the school administration, class teachers and Parents Group are sent home, usually via e-mail, on a regular basis. Newsletters are sent approximately three times per year. Please check your e-mail regularly and inform the school immediately if your preferred e-mail addresses changes.

Some communication is occasionally sent via your children by letter. Please regularly check their school bag and remind them to be conscientious in delivering messages.

Parents, or their designated alternative, have a responsibility to be contactable at all times when their child is at school. Mobile phone numbers given on the emergency contact form must be switched on and at hand. Any changes to these details must be informed to the school immediately. Where parents are not available, especially if they are away from home, alternative emergency contact arrangements must be given to the school. The emergency contact person must be able to speak either English or French and understand their responsibilities.

Student Health

A health form should be completed and returned to the school administration before your child starts school; together with a letter from a doctor stating your child is in good health.

In addition we keep a medical record sheet in the school office in case of emergencies and this should also be completed when the child begins school and updated each year.

As the responsibility for maintaining an environment free from health hazards rests with the school, parents can assist the school by keeping their child at home if he / she is running a fever, suffering from nausea, a infectious illness or a severe common cold or cough. If a child becomes ill at school, a parent will be notified immediately.

Children may not come to school with notes excusing them from Sport, Swimming or Skiing. If your child is too sick to participate, they are too sick to be at school. Where a child cannot take part in physical activity

because of a pre-existing injury or for exceptional reasons, arrangements can be made with the class teacher in advance. A Parent must collect their child as soon as practically possible if the school deems that they are unfit to be in attendance.

Medication

The administration of medication by school staff is at the discretion of the school and must be agreed on an individual basis in writing. If your child must take medication during the school day the class teacher **MUST** be informed and must hold the medication, with clear written instructions, on behalf of the child.

Medication must be in its original packaging with instructions in English or French.

Children must NEVER bring medication to the school that the school is not aware of in advance.

First aid

A number of ISM staff have received up-to-date and relevant first aid training. The staff will administer First Aid to the best of their ability. Minor injuries or illnesses will be referred to the local clinic in Châtel St-Denis. Should any serious treatment be necessary, the child will be taken to the emergency room of the Samaritan Hospital in Vevey or the accident room at Montreux Hospital and a parent notified.

Parents will always be contacted at the earliest possible time and kept fully informed.

The hospital numbers are Samaritan 021 923 4000 & Montreux 021 966 6666.

Uniform

The school has an official school uniform. Children are required to wear these at all times.

The official uniform can be purchased at school.

The school uniform consists of:

An official school Sweatshirt (blue)

An official school shirt (blue or white, long or short sleeved)

Smart, plain, grey, black, dark blue, brown or beige trousers and skirts

Shorts in the above colours may be worn in the summer term

Blue and White Gingham summer dresses may be worn in the summer term.

Seasonally appropriate sensible shoes

Indoor slippers (to be kept at school)

Blue Jeans, cargo pants, patterns and military styles are not permitted. Spot checks are carried out at school and the final decision on the appropriateness of any items of clothing rests with the school.

The school encourages and expects a neat and tidy appearance from all students at all times. Children with long hair should have it tied back for health and safety reasons. Children may wear ear-studs and a simple inexpensive watch but other jewellery is **not permitted**.

All items of jewellery must be removed for all sports activities and at any other time at the request of the teacher. Children with jewellery, especially earrings which cannot be easily removed will be excluded from the relevant sports class.

Please also bear in mind that there are many steps to negotiate at school and wearing sensible shoes is essential for safety reasons. Students also require a pair of indoor shoes or slippers to change into, which are kept at school.

Personal Items

Please mark your child's name in all of his or her clothes, shoes, boots and school items.

What Not To Bring To School

- Jewellery (with the exception of an inexpensive wrist watch, ear studs or items worn for religious reasons).
- Electronic toys or music players.
- Mobile telephones
- Penknives or any other sharp objects.
- Toy guns or weapons of any kind.
- Scooters and roller blades.
- Any items of significant value.

Lost Articles

Please contact your child's teacher to enquire about lost items. There is a lost and found box located in each cloakroom. Please check the items in these regularly, even if you do not think that your child has lost anything.

ISM accepts no responsibility for any item lost by a child during any part of the school day.

Personal school items

The school provides most of the materials needed but the following is a list of items you should provide:

- Small pencil case with pencils, eraser and sharpener. (Year 1 upwards);
- Set of coloured pencils or felt-tips pens. (Year 1 upwards);
- Gym shoes for P.E.
- Gym shorts & a T-shirt for P.E.
- Indoor footwear for the classroom (slippers with backs or soft shoes);
- Old shirt or overall for art lessons;
- Swim suit, towel & cap for swimming days;
- Cloth or plastic bag with drawstring or handles to hold gym clothing etc.
- A spare set of clothes in a marked bag (Foundation 1 and 2 only)

Drop-Off and Pick-up Procedures

To try to alleviate dangerous situations on the small road outside school at morning drop-off and afternoon pick-up times, it is requested that parents approach the school from the Châtel St. Denis direction. After dropping off continue along the road towards Vevey and drive the loop back to the main Chatel-St-Denis road.

Parents are asked to remain inside the gates to chat, especially after school, so that the children also remain on the inside of the fence. Please watch your children after school at all times to avoid accidents.

During snow or if it is particularly icy, the road to the school may become dangerous. In this case the school will run the "Co-op Bus Service". An e-mail is sent to all parents by 08h00 alerting them to the situation and a message is posted on the school answer machine. Parents should check the messages before departing for school and should drive to the car park of the Co-op in Châtel St Denis. The school buses will collect the children as soon as possible. In the afternoon messages are posted by 13h00 and parents should wait at the Co-op for children to be brought to them, the children will arrive at approximately 15h20.

Please note the regular school bus service runs normally on all days.

School Bus

The morning and afternoon school bus service is provided by ISM and is a completely in-house service. Please refer to the additional information sent to all participating families for rules and school use guidelines.

The school bus service is a fully booked service, children not scheduled to ride the school bus may not use this service at any time. Parents may not ride on the school bus.

Parking

Please park in the car park by the sports field to avoid congestion. We realise that parking is restricted; however we do ask you to be mindful of the other locals using the road, and make sure that your vehicle does not create an obstacle for other traffic. All normal road traffic and parking regulations apply, the road is a public right of way.

Priority for parking spaces adjacent to the school belongs to parents with children in the crèche or accompanied by young children.

Tuition-Fee Payments

School fees for the entire school year become due on 1st August 2011. Payment by installment is only available by prior written agreement from the school and is not available to corporate clients.

Students joining the school during the academic year are invoiced from the beginning of the term in which they start.

Fees cover the cost of all tuition, school materials and textbooks unless stated below.

ISM reserves the right to suspend students from school if school fees are not paid on time.

Please refer to the schools price list for more detailed terms and conditions.

Enrolment Termination

Re-enrolment will be confirmed for each child in the early spring of the preceding school year. Published deadlines must be adhered to and once the re-enrolment confirmation date is passed termination will result in the payment of Term 1 fees. Please carefully read and follow the instructions and information given at that time.

Should it be necessary to terminate a student's enrolment during the school year, notice of the termination must be given in writing by letter, either delivered by hand or by registered mail. The school will not accept termination notice by e-mail, or by attachment to an e-mail.

Parents will be responsible for tuition-fees as follows:

Term	Departure between	Tuition due
1	Sept 1 st - Dec 31 st	40%
2	Jan 1 st - Mar 31 st	70%
3	Apr 1 st - Jun 30 th	100%

Tuition fees for Term 1 becomes payable at confirmation of enrolment or at confirmation of continuation of enrolment, any termination after this point results in the Term 1 fees being due at 40% of the annual tuition.

For departures during Term 2 the final date for notice to be given is 5th September, after this date Term 2 will be charged in full.

For departures during Term 3, the final date for notice to be given is 16th December, after this date Term 3 will be charged in full.

Any notice of departure given after 16th December will result in the full year tuition being charged.

No part term payments are accepted. Notice of termination after 16th December 2011 will not result in the repayment of any fees.

Fees for school bus and school lunch services are calculated pro-rata.

Insurance

Swiss law requires that all residents of Switzerland have minimum medical and hospital cover (assurance de base) for sickness and accidents. The International School of Monts-de-Corsier requires that all students, regardless of where they live, have this minimum cover.

Reference: ISM Health and Safety Policy (copy available on request)

Details of both your health insurer and local doctor must be provided to the school.

Behaviour

At ISM we aim to establish good relationships and behaviour within a secure, caring and happy environment based on a sense of community and shared values.

Should any behavioural issues arise; the class teacher will normally discuss the problems with the individual concerned. If the situation cannot be resolved at this level, then Head teacher will be informed alongside the parents of the student.

Reference: ISM Policy for Positive Behaviour. (Copy available by request)

Library

The school offers a comprehensive library, which is constantly expanding. Any additional books, which parents wish to contribute, are always appreciated. Each student is allowed to borrow a maximum of two books each week. They will be responsible for the books, as with all other school textbooks. If a book is lost, damaged or defaced in any way, the student's family will be expected to pay for a replacement copy.

Playground Procedures

The children play on the hard court, football field and play equipment opposite the main school buildings. A strict procedure has been organised for both morning break and lunch time play. Children are supervised at all times when crossing the road to the playground. Two adults are on duty simultaneously so that one may assist a child in an emergency.

Parents' Group

I.S.M. parents are invited to become members of the Parents' Group. This is organised by the parents, for the parents. A regular newsletter informs parents of meetings, coffee mornings and social events.

In addition a Parent volunteer from each class group is nominated to become Class Representative and act as both a social co-ordinator and spokesperson for the class. The Class Representative Group meet regularly and are involved in social programmes, fundraising activities and liaising with the school management on behalf of the parent's of the school.

Meals and catering for special diets

Our resident Chef uses fresh ingredients, including vegetables from our garden, to prepare nutritious meals on a daily basis. Lunchtime includes a balanced main course, an extensive salad bar and a dessert. Menus are published on a weekly basis by the kitchen door and sent to parents by e-mail.

We work hard to offer an exciting, varied and healthy menu for our children. The children eat together in our dining room where we emphasise good table manners and a positive atmosphere.

The chef is usually able to cater for specific allergies and most special diets. Parents can state any dietary needs on the Health and Emergency Form completed at the start of term. Please talk through any specialist needs of your child with Chef.

Our aim is to challenge children to experiment and enjoy a wide variety of foods, this will mean from time to time asking them to move outside their comfort zone. Eating habits formed by children at an early age can stay with them for life. We ask parents to assist the school in encouraging children to be inquisitive and open minded about eating a wide variety of food types and supporting children to make healthy and nutritious choices.

Children taking the school lunch service have lunch at the school 5 days per week and may only change to packed lunches at the end of a term.

Children in Foundation 1 who attend school only in the morning, may stay until 13h00 each day only if they are taking the school meal option. The departure time without school lunch is 12h00. Children in Foundation 1 attending for a full day make take the school lunch option or bring packed lunches.

Personal information, photographs and video

The school must take all necessary steps to ensure that children are in a safe and protective environment at school and that the privacy of families is protected.

ISM wishes to do this but remain pragmatic about the stringency of rules and regulations regarding protection of private information and the use of photographs and video.

The school will not release contact information about any family associated to the school to any third party without the consent of parents concerned.

Parents may use cameras and video recorders at school events but must ensure that any images recorded are used only for their personal family enjoyment. Families **may not** publish any image taken of children at the school on publicly accessible forums, for example face book, twitter or open web pages. Similarly parents must not use images taken at school that include non-family members for any publication, including calendars, yearbooks, or greeting cards without the permission of the children concerned.

Images taken by ISM of school events and of regular school activity may be used from time to time for publications related to the business of the school, including brochure and website, names will never be published. Permission from individual parents will not be sought in advance. Any parent who wishes to prevent their child from appearing in any such publication must inform the school in writing, no action will be taken retrospectively.

Teaching and Learning Objectives

1. To teach students to use language effectively and imaginatively by reading, writing, speaking and critical listening;
2. To teach mathematical, scientific concepts and skills essential in a fast changing world;
3. To teach students about human achievement and aspirations in the search for more just social orders;
4. To provide opportunities for students to communicate their feelings through creative expression;
5. To teach students at their appropriate level, taking into account their previous experience, age, knowledge of English and intellectual and social maturity;
6. To provide ELL programme for students with at least a basic working knowledge of English.
7. To provide appropriate support for students with learning difficulties;
8. To provide cultural & social experiences which complement and enhance the school programme.
9. To develop links with our host country, Switzerland, & its schools;
10. To provide relevant and informative assessment;
11. To provide parents and students with regular reports indicating the progress of students;
12. To provide well-qualified and caring teachers;
13. To provide suitable facilities and materials appropriate to the school's programme.
14. To provide a programme that is continually reviewed, evaluated and updated.

Aims for the School Curriculum

General aims related to the curriculum include the following beliefs that each child should:

- Know how to convey his meaning clearly and accurately through speech for a variety of purposes: for example, description, explanation, and narration.
- Be able to read with understanding material appropriate to his age group and interests.
- Know how to write interestingly and with sensitivity.
- Be able to listen with concentration and understanding.
- Know how to think and solve problems mathematically using the appropriate basic concepts of, for example, the number system and place value, shape, spatial relationships, sets, symmetry and the appropriate language;
- Have a general knowledge of the local environment in some of the following aspects: historical, geographical, natural, economic, and social.
- Have an understanding of basic scientific principles; be able to communicate his/her feelings through some art forms; for example, painting, music, drama, and movement;
- Begin to understand aesthetic experiences and be able to talk about them; for example, looking at pictures and sculpture, listening to poetry and plays;
- Begin to realise that he can play an important part in his/her own development by, for example, recognising his/her strengths and limitations and setting his/her own goals accordingly.
- Find enjoyment in some purposeful leisure time interests and activities both on his/her own and with others.
- Acquire a set of moral values on which to base his/her own behaviour; for example, honesty, sincerity, and personal responsibility.

Residential Trips.

ISM is committed to offering children a quality residential experience as part of the school curriculum. All children from Year 1 and above attend a 3 day, (2 nights), residential course during the summer term.

Whilst the school has no power to make this course compulsory the expectation is that all children will take part. A large proportion of the terms work is focussed on both the build up and follow-up to the residential visit.

Experienced ISM staff and regular class teachers accompany all visits and retain complete control of all pastoral elements of the course.

ISM staff are available prior to the course to discuss any individual concerns or the requirements of individual children.

The dates and detailed arrangements for the residential courses are published as early as practicable by the school office.

The cost of the residential programme is invoiced automatically at the beginning of the school year.

The Curriculum

Diversity and Integration

It is the nature of an international school that during the course of a school year, there will be a continuous turnover of students and our philosophy and curriculum must be engineered to deal effectively with such a transient population.

Over 25 nationalities are represented and no two national education systems function in the same way. Whilst there will always remain fundamental similarities between what we teach children at certain ages and stages in their development, whatever the nationality, there will inevitably be cultural and academic differences. As in any international school, we must accept these differences and try to take them into account with each new student.

Within a national educational structure, where all students are expected to be at the same level, having started school at the same time and speaking the same language, the curriculum can be set and teachers are required to teach the content determined by the government or state.

Where our school differs is in its diversity of students and the fact that our curriculum must fit the needs of the students rather than the students being expected to fit the requirements of a prescriptive syllabus. This makes life more challenging for the class teacher who has to be sympathetic to individual needs, resourceful and extremely flexible. Classes are often split into groups at different literacy or maths levels and different expectations may apply to individual students.

In an international system such as ours, the emphasis is on skills rather than content and the curriculum is based on what is relevant to the class or the student and his or her individual needs. Without meaning or context, content may be forgotten or can always be learned later. Skills learned at an early age remain with you for life.

Throughout the school we put great emphasis on literacy and numeracy at every level. Students are encouraged to develop their reading, writing and mathematical skills at their individual level, usually working in small ability groups or where necessary with individual work plans.

Where possible we try to integrate geography, history and science into all aspects of our curriculum. We take different topics which we feel are relevant or meaningful to the students at their particular age and development and we explore and discover, teachers too, what we can about this subject.

The curriculum framework used to meet this end is based on the skills and content laid down by the English National Curriculum but adapted by the school to suit the needs of its international and multicultural student body. The school is also committed to ensuring that the staff is informed and knowledgeable about other educational curricula and systems and that they have the opportunity to visit other international schools and attend professional development courses and conferences.

When reading the curriculum section you should be aware that not every child would cover all the topics listed during the stated period, while others may continue further. Progress will depend upon the individual child and his or her stage of development and facility with the English language.

Homework

The introduction of homework to students in school is a continuous process beginning with shared parent/student activities, such as reading, in Foundation 1 and 2 and Year 1, up to a more structured homework plan for students in Years 5/6. Homework for older students plays an important part in school life as it encourages the development of self-discipline and good working habits. Parents are encouraged to help and show interest in homework assignments but are also requested to show discretion. If the student has obvious difficulty, a separate written note or other communication with the teacher is preferable to hours of struggle or you doing the student's work!

Educational research and experience has shown that completion of homework strongly influences student learning especially when supported by parental involvement. As a school and community we hope to develop homework experiences that are meaningful, important and appealing.

Purposes

Homework is a valuable opportunity, which serves a variety of purposes by:

- Instilling a sense of self-discipline and responsibility when tasks are tackled on a regular basis and completed within guidelines and suitable timeframes.
- Developing independent learning skills, particularly in the older classes where the quantity and variety of homework given will require that the students, teachers and parents work together to develop time management skills.
- Engendering a sense of self-achievement especially when self-reflection is accompanied by constructive feedback from parents and teachers.
- Involving parents as partners in the learning experience as listeners, guides, facilitators and audience. Also, the nature of homework set will give parents a valuable insight to classroom programmes.
- Supporting classroom teaching, enabling concepts and skills taught in class to be practised and reinforced.
- Reinforcing the attitude in the students that learning is a lifelong process not restricted to schools and classrooms.

Also of great importance is for parents to set parameters for their child for doing homework. Parents should:

- Provide a quiet place to do homework and even a consistent homework time.
- Tell the children that their homework is important to them as parents and should be to the student too.
- Keep pencils, paper, scissors etc. on hand for use with homework.
- Offer help, but make sure the student works independently as far as is possible.

Guidelines to Time Commitment

The following is a guide to the amount of time the students are expected to devote to their homework on a daily basis. Where necessary, students should plan ahead and organise their time to meet deadlines which could result in the suggested timeframes being adapted accordingly.

The individual needs of the student are recognised when homework is set but if the homework should for any reason be causing stress and becoming counter productive, it would be expected that parents would intervene and use the homework diary to communicate this to the teacher.

Reading

Reading is encouraged at all levels of the school.

Foundation 1

Shared reading in consultation with the teacher and occasional directed tasks.

Foundation 2

Shared reading on a daily basis to be gradually introduced during the year, together with individual tasks based on the reading books.

Approximately 10-15 minutes.

Year 1

Shared reading with some individual tasks being progressively introduced during the week

Approximately 15 minutes.

Year 2

Individual and shared reading. Weekly tasks of maths, spelling and project work to be introduced at the beginning of the week and completed by the end.

Approximately 15 -20 minutes.

Year 3

Individual and shared reading and/or set subjects of spelling, math, language, project work and French.

Approximately 20-30 minutes.

Year 4

Individual reading and/or set subjects of spelling, math, language, project work and French

Approximately 30 minutes.

Year 5/6

Individual reading and/or set subjects of spelling, math, language, project work and French

Approximately 30-45 minutes.

Holiday Work

If a child is absent from school due to family holiday or travel arrangements, the parents should be responsible for making their child's experience of educational value.

In our experience, work set by the teacher is often of little relevance to the student when travelling or on holiday. Teachers often go to considerable lengths to prepare work, only to find that it has not been completed or is of an unacceptable standard. Books and papers are often lost or mislaid.

We would therefore recommend that a discussion with the child's teacher, prior to departure, would be more useful, to agree on possible activities the child can do to make the trip more meaningful educationally. Ideas may include keeping a diary, drawing pictures or taking photographs, learning as much as possible about the place being visited or one aspect of the culture, practising basic maths skills, spellings or writing stories, puzzles, lots of reading and last but not least, cultivating a general awareness of the whole experience, in readiness to answer any simple questions that may be forthcoming once back in school.

Students may be asked to catch up on some of the work missed on their return, but again this should be discussed with the class teacher prior to the departure and again on the student's return.

Assessment and Tests

Classes are split into groups for literacy and numeracy activities and different expectations and differentiated work may apply to individual students. Marks are given for spelling tests and some kinds of math tests, but usually the assessment at the end of a piece of work is a written comment to stress the positive and give constructive criticism where needed.

SATs tests from the UK are administered to classes from Year 2 and above in the summer term. These tests are widely used by international schools and schools within the U.K. The test results are used by staff to evaluate the students' progress and to determine those areas of the curriculum that may be in need of strengthening. The results will be distributed to parents with the end of year report.

Reference: Assessment and Record Keeping Policy (Copy available by request)

Special Educational Needs and Learning Support

ISM is an inclusive school and welcomes children with identified learning difficulties and offers a limited amount of support for children requiring extra attention. Our Special Educational Needs Coordinator works with teachers to offer advice and expertise in order to best support individual children within a classroom context. However ISM does not have either the staff or facilities to educate children with severe learning difficulties. Individual needs should be discussed in advance with the Director.

Children sometimes require specific tailored education plans to allow them to function to the best of their ability in the school. Where appropriate teachers with the assistance of our Special Education Needs Co-ordinator will develop an Individual Education Plan for targeted children. This plan details clearly to all staff and parents what special arrangements have been put in place to provide a child with the support they require. Parents are involved at all stages of this process.

Reference SEN Policy (Copy available by request)

Swimming and Physical Education

These form an integral part of the curriculum. Students will have weekly swimming lessons in the autumn and summer terms (except Foundation classes which have bi-weekly Swimming lessons). Children are expected to bring their swimsuit, towel and if possible, swimming cap. All students have Physical Education classes at least once a week at the gymnasium in Semsales or, weather permitting, outside. Students wear a T-shirt, shorts, white socks and gym shoes. Sports clothes should be kept at school and sent home periodically for washing.

Children should not come to school with notes excusing them from Sport, Swimming or Skiing. If your child is too sick to participate, they are too sick to be at school. Where a child cannot take part in physical activity because of a pre-existing injury or for exceptional reasons, arrangements can be made with the class teacher in advance.

Ski Lessons

Students from Foundation 1 upwards have the opportunity to ski during the spring term from January to April if conditions allow. The school utilises the facilities at Les Paccots, a ski resort only 10 minutes drive from the school. Skiing will take place once a week. Qualified Swiss instructors from the local ski school give the instruction in small groups under the supervision of the ISM Sports Teacher. Younger children and beginners will start their lessons at the snow garden in Les Paccots before advancing to the slopes.

Ski hire is possible through the ski school in Les Paccots and will be arranged by ISM before the first lesson. Hired skis can be used by the child at weekends but must be in school on ski days and must be returned to ISM at an agreed date. Competitive rates are arranged by the school, but please note that ski hire is not part of the school fees and must be paid direct to the ski company against invoice.

Those children with their own skis or privately hired skis should have them in school on the designated ski days. More detailed information will be conveyed nearer to the time.

Parent's may visit Les Paccots to see their children ski but should be mindful that their presence may affect their child's effective participation in the class.

Children may NOT be collected from Les Paccots and the class always return as a group for a normal end of school day at ISM.

Field Trips and Excursions

Educational field trips are encouraged as enrichment to classroom activities. Parents will receive prior notification of each field trip and will be asked to sign a permission slip for their child to participate.

Ref: ISM Guidance for external visits. (Copy available on request)

Extra-Curricular Activities

The teachers offer a programme of after-school activities to include sport, dance, French, drama, environmental and art activities. Clubs normally run in blocks of 4 weeks and do not take place in the Spring Term. Clubs are run by different members of staff or other adults and may vary depending on demand, seasonal changes and facilities. Details will be sent out regularly by our Clubs Co-ordinator.

English Language Learning (ELL).

Children arrive at ISM with widely varying levels of exposure to the English language. We offer support to all children in need to help them acquire the level of English required to function effectively in an English language school.

At ISM we believe that all languages spoken in school should be celebrated and opportunities used to create links in learning both in school and with home. Multilingualism will always be promoted as an educationally enriching achievement and we strongly encourage parents to continue to use their home language.

All opportunities to reinforce learning at school through the acquisition of key vocabulary in English and putting concepts and ideas into context through working in the language the child feels most confident with.

The acquisition of English is best provided for in a natural learning context. Most support is provided in the main classroom. The wider school environment and more focused lessons play a part in supporting language development. Support offered through the English Language Learning teachers is targeted to support pupils to be able to access all areas of the English National Curriculum and celebrate their full academic potential.

The support children need to fully access the curriculum is constantly changing and therefore the progress of all ELL pupils will be monitored in class and by the ELL teachers to help assess the continuing needs of the individual. Feel free to talk to your child's class teacher or the ELL teachers for more information.

French

ISM is located in a French speaking area of Switzerland and the staff, pupils and their families all live in French speaking communities.

The school supports the opportunity for all children to learn French and acknowledges that gaining a love of learning languages is an important life skill.

ISM believes that the responsibility for the level of French acquired by a child rests with individual parents and their priorities. ISM understands that not all parents consider this to be a priority whilst others give French acquisition a high level of importance.

The school recognises that it has an important part to play by providing high quality French classes and by promoting the positive use of French at appropriate times in the school day.

Provision of French lessons and other activities in French should be provided without compromising the curriculum as a whole and taking care not to disadvantage or exclude any individual children.

It is important for children to have practical knowledge of French and to use it outside the classroom.

It is clear that some children have a lifestyle outside the school that is closely integrated with their local community. Others are exposed little if at all to the local community or language.

The school community is multi-cultural and multi-lingual, a large number of children, parents and staff speak French and are used as a resource.

Principles of learning French

At ISM we believe that all languages spoken in school should be celebrated and opportunities should be used to create links in learning both in school and with home. Multilingualism will always be considered as an educationally enriching achievement.

The acquisition of French is best provided for in a natural learning context; in the mainstream classroom and in the wider school environment. Furthermore, focused lessons play a part in supporting other learning opportunities.

At ISM we recognise that good language learning occurs through:

- repetition of key language;
- experimentation within different elements of French language;
- positive reinforcement within all situations and levels;
- exposure to a rich language environment;
- creating positive opportunities to communicate.

We consistently work hard at increasing the practical use of French in school and the number of opportunities for children to be exposed to and to use French within the school context.

By promoting the value of French acquisition with our children we hope to give them useful language tools they can utilise within their local communities and during their time in Switzerland.

As a consequence of learning French at ISM it is hoped that children will begin to develop a lifelong love of language learning, which will continue throughout their lives.

Practice of French Teaching and Learning

French is timetabled and taught to all age groups from Foundation Stage to Year 8. Foundation children receive approximately 1.5 hours per week and Years 1 to 8 receive between 2.5 and 3.0 hours per week of French tuition. Specialist French teachers work with each class and teach them in their own classroom.

French classes are only a part of a child's exposure to French language, the majority of this occurring outside the classroom and outside the school day.

Reference - ISM French Policy (copy available by request)

Curriculum Overview by Year Groups

Foundation 1

Starting school for the first time is a tremendous step in the life of any child. At the ISM we are sensitive to this transition and take every care necessary to ensure that the children's needs are taken into account.

Parents and children are invited to visit together to familiarise themselves with the teacher and classroom. This lead-in time helps to aid both parent and child with separation, if necessary.

From the outset the children are involved with a structured school day offering a variety of activities that emphasise routine and socialisation.

Foundation 2

The work in Foundation 2 follows on from that of the first school year, nurturing and reinforcing skills both social and academic.

Foundation 1 and Foundation 2 work together as Foundation Stage to underpin children's' future learning and work on defined aims through the six areas of learning

Foundation Stage Areas of Learning

The areas of learning aim to support, foster, promote and develop children's':

1. Personal, Social and Emotional Development

- personal, social and emotional well-being: in particular by supporting transitions, promoting an inclusive ethos and providing opportunities for each child to become a valued member of the class and the school community so that a strong self-image and self-esteem are promoted;

- positive attitudes and dispositions towards their learning: in particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners;

- social skills: in particular by providing opportunities that enable them to learn how to cooperate and work harmoniously alongside and with each other and to listen to each other;

- attention skills and persistence: in particular the capacity to concentrate on their own play or on group tasks;

2. Communication, Language and Literacy

- language and communication: with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully;

- reading and writing: with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books;

- linking sounds and letters through games and activities that develop phonological awareness and begin to use these skills in reading and writing.

3. Mathematical Development

- opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them;

4. Knowledge and Understanding of the World

- opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives;

5. Physical Development

- opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe;

6. Creative Development

- opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

All children are encouraged to experience all areas of learning during the week, although they may not pursue them each day. Activities in the Foundation Stage are carefully planned and all opportunities for learning are embraced. The school resources and its wonderful environment are well used to encourage active and enquiring minds.

Reference: ISM Foundation Stage Policy. (Copy available on request)

Reference: ISM Early Years Booklet. (Provided to all parents of Foundation Stage Children)

Year 1

Year One is the beginning of more formal schooling. Building on the attitude of learning through play developed in the Foundation Stage, it is an important year for the acquisition of literacy and numeracy skills. Expectations of listening and concentration are established alongside opportunities to choose activities in a structured environment.

Children are encouraged to love books, to develop their phonic knowledge and consequently make progress in their reading. Writing is given a purpose and stimulus and children become more independent in their spelling attempts and letter formation.

In Numeracy, the children develop their mathematical language, number work and use and application of maths in practical tasks. They learn to use number orally and mentally and solve simple problems.

In Year One, the children are taught around different topics through the subjects of the English National Curriculum. Cross-curricular links are made and the environment of the school and the local area are used to enhance the curriculum. The children particularly enjoy looking after Barnaby Bear and writing about his adventures at the weekend and around the world!

All topics and themes are chosen in line with subjects in the English National Curriculum. A summary is given in the Curriculum Outline on page 24.

Year 2

Year Two sees the consolidation of the basic skills learned in Year One. The children's self-expression and confidence are built on and they develop a sense of community and an awareness of the way people express themselves. As sound literacy and numeracy skills are established, children read for enjoyment with increasing fluency and comprehension. They write to in different forms and develop more legible handwriting and spelling that is increasingly accurate.

In Numeracy, the children use and apply their mathematical skills in practical tasks and real-life problems. They encounter numbers greater than a thousand and are able to use a variety of practical resources and contexts in mental arithmetic.

Through topics in the other subjects of the English National Curriculum, the children look more closely at the immediate environment by exploring and studying changes. Topics in Year Two relate to the world around us, both in the local area and in the wider world. The topics include finding out about famous people and well-known events and making links to our lives. The children really enjoy working out about life on an island and making connections with life in Switzerland.

All topics and themes are chosen in line with subjects in the English National Curriculum.

A summary is given in the Curriculum Outline on page 24.

Year 3

The first year in Key Stage Two enables children to become more independent.

The skills developed in Key Stage One are practised, consolidated and built upon to enable the children to work increasingly collaboratively with others. They are encouraged to listen to and discuss other points of view, becoming open minded, but, at the same time, capable of individual thought and decisions.

The children develop independent reading and comprehension skills with a variety of reading texts including a broader range of information books. The phonic skills developed in Key Stage One are reinforced to tackle an increasingly widening vocabulary in spelling. Joined handwriting is introduced, as are pens to write with.

In writing, children develop appropriate language for different kinds of writing and a greater understanding of grammar.

In Numeracy, knowledge of addition and subtraction facts is reinforced and the children learn the multiplication facts and patterns. This mathematical knowledge is used in practical contexts such as measurement and time.

Through topics taught in other subjects of the English National Curriculum, children gain a sense of the wider world and put into context important historical influences such as the Romans and examining their impact in the world today.

Children enjoy exploring the similarities and differences of life in a village in India and are enthusiastic to learn about rocks, soils and the natural environment.

All topics and themes are chosen in line with subjects in the English National Curriculum.

A summary is given in the Curriculum Outline on page 24.

Year 4

By the second year in Key Stage Two, the children are taking greater responsibility for their learning through independence in planning and organisation. They get involved in a broader remit in individual projects in different subjects.

In Year Four, the children develop intonation and expression, as they become fluent and confident readers with increasing concentration to read independently for sustained periods. Their writing has more understanding of the whole writing process including the skills of editing and rewriting. They use different parts of speech and a range of punctuation in their writing.

In Numeracy the children develop their mathematical skills and understanding through practical experience and investigations. They independently identify and obtain the information and equipment needed to carry out their work. They learn estimation and approximation; multiplication and division by powers of 10 or 100; fractions; sets and graphs and metric measurement.

In other subjects of the English National Curriculum the children learn to work well with others when researching and presenting, such as in Design and Technology. They gain knowledge of the way our lifestyles are constantly changing and how people have adapted to survive. They use the local rivers and mountain environment in Geography and link literacy to history through the Diary of Anne Frank.

All topics and themes are chosen in line with subjects in the English National Curriculum.

A summary is given in the Curriculum Outline on page 24.

Year 5

By Year Five, the children are balancing childhood with growing up. Year Five fosters self-confidence, good work habits and independent thought. The child's development, feeling comfortable with school life, social awareness and tolerance to others are essential aspects to educational progress and good citizenship.

In Literacy the children are encouraged to become discriminative and objective in their choice of reading material; reading independently for sustained periods. They work on various types of composition using well-organised paragraphs and suitable clauses for expression, information and fluency. Work is edited and re-written using a dictionary and thesaurus.

In Numeracy, precise mathematical terms are taught. The children acquire knowledge of multiplication tables, averages, metric measurement, volume, decimal and common fractions, geometry and probability. This knowledge is used to develop mathematical strategies for mental arithmetic, solving problems and overcoming difficulties. Through working at their own pace and with increasing independence, the children learn to check results by different methods including estimation and approximation, repetitive and inverse operations.

In the other subjects of the English National Curriculum, the children explore ancient civilizations and look at their impact on today's world. They use their geographical knowledge to extend their learning to other features such as coasts. They work independently and in small groups on technology and art projects through the whole planning and design process to the finished result.

All topics and themes are chosen in line with subjects in the English National Curriculum.

A summary is given in the Curriculum Outline on page 24.

Year 6

In the final year of Key Stage Two and of primary school the learning focuses on preparing the pupils to meet the needs of an increasingly demanding workload. Emphasis is placed on maintaining and strengthening initiative and responsibility and helping the pupil to make informed choices both academically and socially.

Year Six expands the reading skills and vocabulary including skimming for information, summarising and précis. Writing is organised and edited using clear paragraphing and sequencing, introductions and conclusions, correct sentence structure and agreement of tenses. Higher order writing skills such as using metaphors and similes, direct and indirect speech and idioms are taught.

In Numeracy, mathematical skills and understanding through practical experience, investigation and recording continue to be developed. Teaching includes multiplication tables, long division and multiplication, multiples, factors, averages, square and prime numbers. The children gain their own mathematical strategies for mental arithmetic and problem solving.

Other subjects of the English National Curriculum allow the child to celebrate and appreciate scholastic achievements as they continue to explore the world around them in greater depth including making links in the natural world through interdependence and adaptation.

By the end of Year Six they should have courage, confidence and enthusiasm for moving to the next stage of their school life.

All topics and themes are chosen in line with subjects in the English National Curriculum.

A summary is given in the Curriculum Outline on page 24.

Curriculum Outline 2009/10 - Year B

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Science	1A. Ourselves	1E. Pushes and Pulls	1D. Light and Dark	1C. Sorting and Using Materials	1F. Sound and Hearing	1B. Growing Plants
	Geography	(1) Local Area Switzerland	(1) Local Area Switzerland	China	China	Journeys	Journeys
	History	1. How are toys different from those in the past?	1. How are toys different from those in the past?	2. What were homes like a long time ago?	2. What were homes like a long time ago?		
	Design and Technology	1B. Playgrounds	1A. Moving Pictures	1D. Homes	1D. Homes	1C. Eat more fruit and vegetables	
Year 2	Science	2A. Health and Growth	2D. Grouping and Changing Materials	2E. Forces and Movement	2F. Using Electricity	2B. Plants and animals in the local environment	2C. Variation
	Geography	3. An Island Home	3. An Island Home	(Barnaby Bear)	(Barnaby Bear)	(4) Lakeside	(4) Lakeside
	History	Famous Person (William Tell?)	Famous Person (William Tell?)	European Famous Event	European Famous Event	Lakeside	Lakeside
	Design and Technology	2D. Joseph's Coat	2C. Winding up	2A. Vehicles	2A. Vehicles	2B. Puppets	2B. Puppets
Year 3	Science	3A. Teeth and eating	3F. Light and shadows	3C. Characteristics of materials	3C. Characteristics of materials	3B. Helping plants grow well	3D. Rocks and soils
	Geography	10. A Village in India	10. A Village in India	7. Weather around the world	7. Weather around the world	Rocks, soil and physical environment	Rocks, soil and physical environment
	History	Vikings	Vikings	Romans	Romans	Ancient Egypt	Ancient Egypt
	Design and Technology	3C. Moving Monsters	3C. Moving Monsters	3A. Packaging	3A. Packaging	3D. Photograph Frames	3D. Photograph Frames
Year 4	Science	4A. Moving and growing	4F. Circuits and conductors	4C. Keeping warm	4E. Friction	4D Solids, liquids and how they can be separated	4B. Habitats
	Geography	14. Investigating Rivers	14. Investigating Rivers	11. Water	11. Water	15. The Mountain Environment	15. The Mountain Environment
	History	7/8 Tudors and Henry VIII	7/8 Tudors and Henry VIII	9. World War II. Anne Frank	9. World War II. Anne Frank	(19) Exploration	(19) Exploration

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	Design and Technology	4B. Storybooks	4E. Lighting it up	4A. Money Containers	4A. Money Containers	5A. Musical Instruments	5A. Musical Instruments
Year 5/6	Science	5A. Keeping Healthy	5C. Gases Around Us	5D. Changing State	5E. Earth, Sun and Moon	6E Forces in Action	6G. Changing Circuits
	Geography	18. Connecting Ourselves to the World	18. Connecting Ourselves to the World	22. A Contrasting Locality Overseas	22. A Contrasting Locality Overseas	25. Geography and Numbers	25. Geography and Numbers
	History	17. Remembrance Day	17. Remembrance Day	18. What was it like to live in Switzerland in the past?	18. What was it like to live in Switzerland in the past?	13. Life in Europe since WWII	13. Life in Europe since WWII
	Design and Technology	6A. Shelters	6A. Shelters	6C. Fairground	6C. Fairground	6D. Controllable Toys	6D. Controllable Toys

Please note that topic choices are regularly rotated and that some of the subjects mentioned above may not be included this year