

Secondary Parent and Learner Handbook 2024 - 2025

Approved by: Secondary SLT

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International School of Bucharest has compiled this handbook to provide learners and parents with clear information about the policies and procedures of the school. There are many important areas addressed here, and we, therefore, urge all parents and learners to read the handbook. Please let us know if there are aspects of school life or questions that are not covered in the handbook. You can download our policies via [this link](#) which covers all ISB policies.

Welcome Message from the Head of the School

Dear parents/guardians,

As we begin the 2024/25 academic year, it is my great pleasure to extend a warm and heartfelt welcome to all members of our school community. A special welcome goes out to the new families joining us this year; we are delighted to have you with us.

At ISB, we pride ourselves not only on our strong academic achievements but also on the caring and supportive environment that defines our community. I am confident that our new students will quickly feel at home, adapting smoothly to their new learning environment and embracing the nurturing atmosphere that is at the core of ISB.

There is something truly special about our school. Our learner-centred approach celebrates diversity and is designed to meet the unique needs of every student. We are committed to providing personalized learning experiences that engage, motivate, and inspire each student, utilizing the right resources, mediums, and pacing tailored to their individual needs. Our educators receive regular feedback to ensure that they can see learning through the eyes of their students, ensuring that high-quality education is consistently delivered in every classroom.

We are dedicated to continually reviewing and enhancing our curriculum to provide our students with the best possible educational experience. Beyond academics, we encourage student-led initiatives and responsibilities both within and outside of the school, fostering the development of well-rounded, responsible global citizens.

This year, we have an exciting array of activities planned to enrich our formal curriculum, including a variety of clubs, events, and outdoor learning experiences both within Romania and abroad. Additionally, we look forward to the active participation of parents and the PTA in our community activities. We hope you will take full advantage of these opportunities to enrich your experience at ISB.

Within this handbook, you will find our guiding statements and key information regarding your child's education. Should you have any questions or need further details about teaching and learning at ISB, please do not hesitate to reach out to us.

Wishing everyone a happy, fulfilling, and successful school year ahead. Thank you for your ongoing support of our school's mission and vision.

Oytun Pekel
Head of Secondary

Our Core Values (H.E.R.O)

"Intelligence plus character. That is the goal of true education."

Martin Luther King, Jr.

At ISB we implement our core values into our practices, teaching and learning. We acknowledge that not all our stakeholders promote the same set of values, but we prioritise certain values. Specifically, we strive to instil in young people universally accepted core values such as Honesty, Empathy, Responsibility, and Open-Mindedness across cultures.

Honesty: We consistently communicate truthfully and transparently, without deception or manipulation. We uphold the principles of integrity and authenticity and honour our commitments and promises. We take ownership of our mistakes and hold ourselves accountable for our actions and decisions.

Empathy: We understand and share the feelings of others without being judgmental. We show consideration for their feelings and volunteer to help. We ask questions to understand others' perspectives better and comfort them when they are distressed. We are caring learners who show empathy and tolerance towards others.

Responsibility: We take ownership of our learning, set targets and insist on intellectual integrity. We collaborate and support each other. We understand that our actions have an impact on others and on the environment. We appreciate the importance of culture, context and community.

Open-Mindedness: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Mission Statement

The International School of Bucharest provides each student with a broad, balanced education in a safe and supportive environment.

We promote an enjoyment of learning, creativity and excellence whilst working in close harmony with our diverse community.

We enable students to reach their full potential and develop skills to become independent, respectful and caring adults who will be successful and contribute to global society.

Our Philosophy

At the International School of Bucharest:

- We believe that all our pupils and staff are unique human beings, capable of spiritual, moral, intellectual, and physical growth and development.
- We value truth, freedom, justice, human rights, the law, and collective effort for the common good.
- We believe that pupils need to be taught to learn and build on new skills and develop socially.
- We value families as sources of love and support for all their members and as the basis of a society in which people care for others. We believe we should respect the people, places, and environment around us.
- We also wholly believe that pupils learn to value and treat others with respect, not only for what they have but also for what we can do for them.
- We recognise and celebrate achievement.
- We believe relationships are fundamental to the development and fulfilment of ourselves and others and for the good of both the local and wider international community.

Our Objectives

At the International School of Bucharest:

- We aim to develop a love of learning, which will remain with the individual long after the process of formal education has finished.
- We will provide a balanced and broad curriculum that will include all pupils of different abilities and needs, from the Early Years Foundation Stage to Secondary.
- We offer a range of extracurricular activities and trips to broaden the experience of school for our pupils and to enrich their learning of academic and social skills.
- We will encourage cross-curricular learning, supported by advancements in technology wherever possible, to enhance the learning of our pupils.
- We will provide our pupils with a stimulating and caring environment to learn within, where the development of the whole child is a priority. We also encourage our pupils to develop as independent learners who can make positive choices for their own learning and development.
- We fully encourage parents to take an active role in their child's education and development.
- We aim to reward the achievement of all members of our school community for their successes.
- Our pupils are members of their local community and of our host country, Romania. We recognise our students come from a multitude of cultural, religious, and ethnic backgrounds. We, therefore, seek to provide a secular education that reflects and draws from this diversity by embracing the ideals of international understanding and responsible global citizenship.
- We will enable our students to identify, collect, and analyse credible information from various local, national, and international sources and be responsible digital citizens.

Our Definition of High-Quality Learning and Teaching

At the International School of Bucharest, Learning and Teaching are done in a safe, nurturing and stimulating environment where we celebrate the cultural diversity of all members of the school community. Our curriculum is based on the values of global citizenship, cultural awareness and autonomous/independent learning. We promote collaboration with all stakeholders to enhance students' learning and foster a school culture that supports shared values and expectations.

At ISB, we focus on not just “what” students learn but also “how” students learn. We believe student learning is enhanced when teachers see learning through the eyes of their students. (John Hattie). ISB teachers use assessment to gain insight into what students understand in order to plan and guide instruction and provide helpful feedback to students. It is important to consider each individual student's learning rather than talk about the learning of “the class.” (Rethinking classroom assessment in mind, 2006). It is individuals, not classes, who learn. We believe that when classroom assessment is frequent and varied, teachers can learn a great deal about their students. To ensure this, teachers look to use differentiation based on assessment and various teaching strategies and collaborate to enhance students' learning outcomes.

High-quality learning is the process the students take through schooling to become lifelong learners, critical thinkers, responsible and capable global citizens. This process puts the student's well-being at the centre and through a safe, nurturing and stimulating environment that offers all access to the curriculum. The whole process is held together by two strong links: assessment and feedback and collaboration and communication.

Global Citizenship

The concept of Global Citizenship is based on values that transcend geopolitical borders, connecting the world through the actions of learning, exploring, understanding, protecting, and respecting the diversity of cultures whilst collaborating to preserve the environment.

We encourage our students to be active citizens and take responsibility for the future of our planet whilst treating everyone with respect and empathy.

We support our students in exploring, understanding, protecting, and respecting the diversity of cultures.

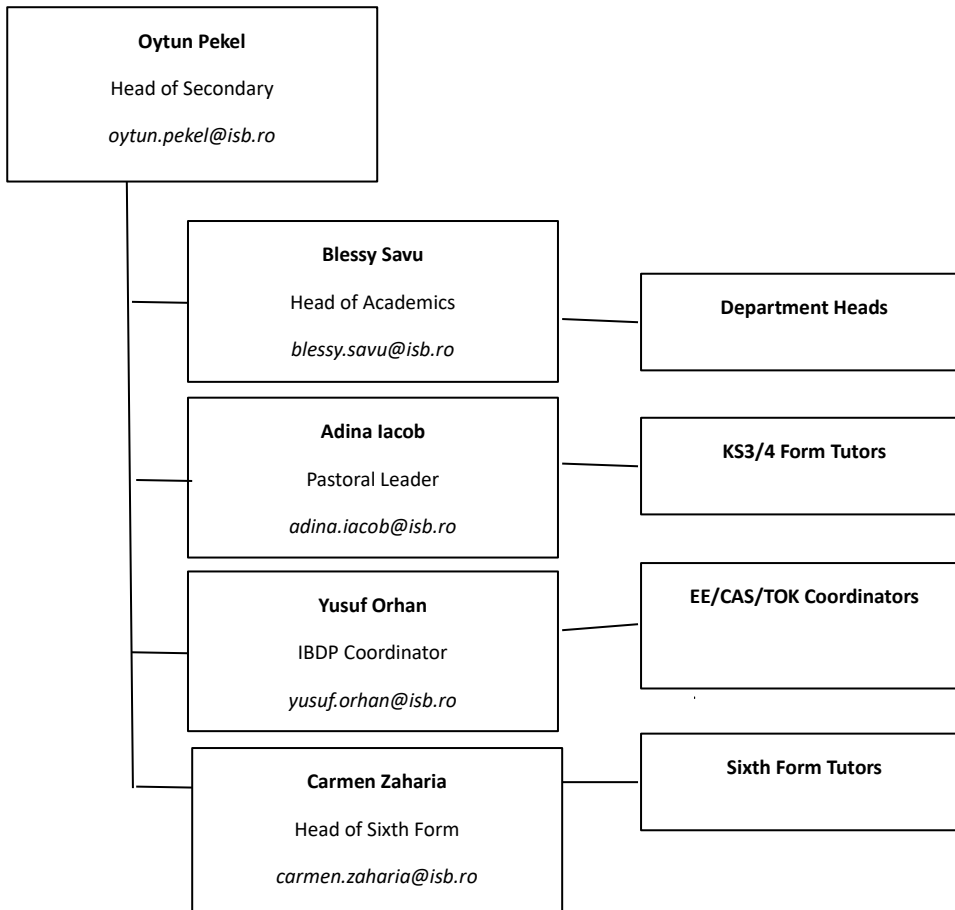
Digital Citizenship

We defined digital citizenship as the norms of behaviour with regard to technology use. This includes the electronic exchange of information, responsibility for electronic actions and deeds, physical safety, and well-being in a digital world.

The purpose of embedding a digital citizenship curriculum at ISB is to discuss with students the examples of appropriate and inappropriate etiquette, access to digital content, and electronic communication behaviours and strategies they can adapt to become better digital citizens.

Our school is dedicated to empowering students to thrive in the world of media and technology and supporting them to harness the positive power of media as required by our mission statement: We enable students to reach their full potential and develop skills to become independent, respectful, and caring adults who will be successful and contribute to global society.

Secondary Leadership Team



Our Pastoral Leader and Head of Sixth Form assist in the daily routines of overseeing the pastoral side of the secondary school. The Head of Academics has the responsibility for implementing and monitoring the curriculum and departments.

Each learner has a form tutor, whom they meet every day in their form group for morning registration and form time. Learners meet with their form tutors once a week for Personal, Social, Health and Economic (PSHE). In most situations, the initial point of contact for parents should be the learner's subject teacher or form tutor. Should questions remain after that meeting, parents are invited to contact the relevant Head of Department, Head of Academics or Head of Pastoral Care.

Heads of Departments

Mathematics	Marilena Bigu	marilena.bigu@isb.ro
English	Rachel Ferreira	rachel.ferreira@isb.ro
Science	Gareth Avenell	gareth.avenell@isb.ro
Creative Arts	Jane Barnett	jane.barnett@isb.ro
Humanities	Thomas Quinn	thomas.quinn@isb.ro
Physical Education	Ingrid Stanciu	ingrid.stanciu@isb.ro
Modern and Foreign Languages	Recep Yolcu	recep.yolcu@isb.ro
English as a Second Language	Alina Piuaru	alina.piuaru@isb.ro

Key Contacts

Oytun Pekel	oytun.pekel@isb.ro	Head of Secondary
Blessy Savu	blessy.savu@isb.ro	Head of Academics
Yusuf Suha Orhan	yusuf.orhan@isb.ro	IBDP Coordinator
Adina Iacob	adina.iacob@isb.ro	Pastoral Leader
Carmen Zaharia	carmen.zaharia@isb.ro	Head of Sixth Form
Recep Yolcu	recep.yolcu@isb.ro	KS4/5 Career Counsellor
Soner Efe	soner.efe@isb.ro	KS3 Career Counsellor
Nicoleta Zaharia	nicoleta.zaharia@isb.ro	Exams Officer
Diana Barabas	diana.barabas@isb.ro	TOK Coordinator
Olsi Zhguni	olsi.zhguni@isb.ro	CAS Coordinator
Tom Duffy	tom.duffy@isb.ro	EE Coordinator

Other Services

Yakup Ocak	yakup.ocak@isb.ro	Business Manager
Sabina Calota	accountancy@isb.ro	Accountancy
Hercul Catering	herculcatering@isb.ro	Catering company
Black&White Travel	transport@isb.ro	Transport company
Secondary Office	secondary.office@isb.ro	Secondary Secretary Office

Form Tutors

GROUP	FORM TEACHERS	EMAIL
7I	Ian McShane	ian.mcshane@isb.ro
7S	Tom Duffy	tom.duffy@isb.ro
8I	Carolina Cabrera	carolina.cabrera@isb.ro
8S	Faruk Erduran	faruk.erduran@isb.ro
8B	Rabia Erturk	rabia.erturk@isb.ro
9I	Madalina Popescu	madalina.popescu@isb.ro
9S	Humeyra Akyol	humeyra.akyol@isb.ro
9B	Mihai Gheorghe	mihai.gheorghe@isb.ro
10I	Michael Santos	michael.santos@isb.ro
10S	Omer Ilhan	omer.ilhan@isb.ro
10O	Busra Sen	busra.sen@isb.ro
10B	Victoria Foster	victoria.foster@isb.ro
11I	Salim Kahraman	salim.kahraman@isb.ro
11S	Alex Asgari	alex.asgari@isb.ro
11O	Chloe Boyaval	chloe.boyaval@isb.ro
11B	Jens Vandevyvere	jens.vandevyvere@isb.ro
12I	Monica Tele	monica.tele@isb.ro

12S	Benjamin Wall	benjamin.wall@isb.ro
12O	Teodora Varzaru	teodora.varzaru@isb.ro
12B	Mikail Serce	mikail.serce@isb.ro
13I	Soner Efe	soner.efeb@isb.ro
13S	Lavinia Andora	lavinia.andora@isb.ro
13O	Ozcan Karaca	ozcan.karaca@isb.ro
13B	Alina Piuaru	alina.piuaru@isb.ro

The form tutor is the main link between home and school, and will be expected to contact parents directly when there may be concerns over any learner in their form. Form tutors may sometimes invite parents into school to discuss aspects of a learner's progress – whether academic or behavioural. Form tutors have a key role in helping to track learner progress by

- Mentoring a learner's academic progress with reference to regular analysis of student's grades;
- Identifying if a learner is underachieving across subjects and activating intervention as required;
- Commenting on each learner's achievement, personality development and progress in the reports;
- Providing diagnostic feedback for learners on their academic progress and social and behavioural development;
- Communicating with parents on a regular basis to recognise success and/or highlight concerns.

In addition, Year 12 and 13 tutors are responsible for the approval and monitoring of CAS projects. They will meet with learners regularly to discuss the appropriateness and progress in their CAS programme. They are also responsible for helping students with their University applications (including personal statements and references).

Communication

Communication Protocols

- At ISB, we work hard to maintain open, productive and positive lines of communication between home and school.
- If you have any concerns or need information, please follow the guidelines below:
 - **1st contact** the Subject Teacher (for academic issues) or Form Tutor (for guidance or social issues)
 - **2nd contact** the Head of Department or Head of Pastoral Care
 - **3rd contact** Member of the Senior Leadership Team
 - **4th contact** Head of Secondary
- If you would like to arrange a meeting with a member of staff, please contact the Receptionist. We would ask that you contact subject teachers or form tutors for all issues in the first instance, as the vast majority of questions, queries or concerns are best dealt with by the teachers in contact with your children.

- Please note, in the interests of child protection, no unaccompanied adult visitors are allowed into the main school classroom areas during the school day. All visitors should report to the security gate, after which they will be directed to the Reception Office or met by a member of staff. Please help us protect your children by following these arrangements.
- Contact details for your children's subject teachers and form tutors can be found on MyEducare.

The school operates various means of communicating relevant and useful information. It is your responsibility to check these various communication channels regularly. MyEducare is our main communication channel, and if you are having difficulty accessing MyEducare platform, please contact the secondary office at secondary.office@isb.ro.

Communication between home and school

It is important that questions and concerns are dealt with quickly and that parents and teachers communicate effectively. Whilst many issues can be settled by a quick telephone call or email, others may require a meeting with the relevant member of staff.

Parents are asked to inform the school if there are any changes to their home situation or transport arrangements which are likely to affect their child in any way. If it is necessary, for example, that you leave your child in the care of another parent, please inform your Form Tutor and leave all the contact numbers with the responsible guardian.

Parent/Student/Teacher meetings happen twice each year and provide the opportunity for consultation on progress and targets. Students are encouraged to accompany their parents to these meetings and be part of the discussion.

Using this link, you can access to [MyEducare Parent User Guide](#), which will provide you with detailed information about using MyEducare as a parent.

Security

In the interests of security, no unannounced adults should be in the main school buildings at any time. If you wish to meet with a member of staff, please contact them in advance to arrange an appointment. On arrival, please report to the security gate who will arrange for you to enter the school, where you will be asked to wait at the reception desk. The staff member who you are meeting will come and greet you to take you to whichever room is being used for the meetings.

School Reports

Written reports are provided to parents twice per year as indicated in the school calendar.

If a child leaves the school with adequate notice and the departure does not coincide with a reporting period, a special leaver's report may be provided on request. The school will provide any other documentation to receiving schools as requested.

It is essential that your child feels you have full confidence in the school. If for whatever reason, you have a concern, we encourage you to come to school and discuss the situation with us.

Attendance

ISB Secondary School takes a whole-school approach to maintain excellent attendance, and it is the joint responsibility of parents, pupils, and all staff members to ensure that children are attending school as they should be. We endeavour to work with families to make sure that any problems or circumstances that may lead or be leading to poor attendance are given the right attention and appropriate support.

As part of our whole-school approach to maintaining high attendance, we request that parents:

- Engage with their children's education – support their learning and take an interest in what they have been doing at school.
- Promote the value of good education and the importance of regular school attendance at home.
- Encourage and support their children's aspirations.
- Follow the set school procedure for reporting the absence of their child from school and include an expected date for return.
- Do everything they can to prevent unnecessary school absences, such as by making medical and dental appointments outside school hours.
- Use the school as a support when they or their child are having difficulties, and work to form a positive relationship with the school so that there is easy communication when a problem arises.
- Keep the school informed of any circumstances which may affect their child's attendance.
- Enforce a regular routine at home in terms of homework, bedtime, etc. So that the child is used to consistency and the school day becomes part of that routine. It is vital that the child receives the same message at home as they do at school about the importance of attendance.
- Do not take their children out of school for holidays during term time. If parents would like to make a special request for this, they may do so to the Head of Secondary.

Please refer to the Attendance Policy for further information.

Behaviour

International School of Bucharest Secondary School is dedicated to ensuring that our school environment supports the learning and well-being of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe school where students feel included in every aspect of school life and comfortable to voice their opinions.

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures. We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected

behaviour. We ask that parents be prepared to attend meetings at the school with the Pastoral Leader or the Head of Secondary to discuss their child’s behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

Mobile Devices

We are committed to providing a caring, friendly and safe environment for all of our students and believe that modern technology in the form of mobile phones, when used appropriately, offers young people and their parents/carers peace of mind, particularly when travelling to and from school. We are also clear that when phones are used inappropriately, they distract from the core School business of learning, and at worst can be used as a tool for bullying.

In order to strengthen our Child Protection practices and to reduce the risk for all of our community, ISB Secondary School implements the following policy with regard to Mobile Phones

Policy

- Mobile phones are allowed to be brought into school.
- Mobile phones must be switched off and in the student’s locker at all times during the school day.
- Students are not permitted to use their phones when on school premises for any reason – this includes breaks, lunchtime, activities and times before and after school when the student is on the school grounds.
- If a student needs to call home, s/he must report to the a member of Secondary SLT who will give permission for them to attend the reception desk to make the call under supervision.
- A student found with a phone not in their locker during the school day (other than on immediate arrival or departure to/from school) will have the phone withheld.
- Electronic devices are considered a valuable aid to learning and will be permitted to be used in class only with the express permission of the teacher. Such devices must only connect to the internet via the school’s Wi-Fi. They must not have a separate facility for access via a commercial mobile data network.

Uniform

All children are expected to wear the correct uniform. We feel that this promotes positive attitudes and good standards and creates a suitable image in the eyes of the community. The uniform is as follows:

School Uniform for KS3 and KS4 students

Boys	Girls
Winter	

Plain colour navy blue or black formal trousers or smart business trousers	Plain colour navy blue or black formal trousers or smart business trousers
White long/short-sleeved school shirt	White long/short-sleeved school shirt
School jumper or plain navy blue or black hoodie or cardigan	School jumper or plain navy blue or black hoodie or cardigan
Summer	
Plain colour navy blue or black formal trousers or smart business trousers Navy blue or black capri shorts - knee length as a minimum	Plain colour navy blue or black formal trousers or smart business trousers Navy blue or black trousers or school capri shorts - knee length as a minimum Navy blue or black skort - knee length as a minimum.
White short-sleeved school shirt	White short-sleeved school shirt
School jumper or Plain Navy blue or Black hoodie or cardigan	School jumper or Plain Navy blue or Black hoodie or cardigan
P.E* The PE uniform will only be worn during scheduled PE lessons or sports activities at school. During the school day, all students must wear the school uniform. It is mandatory to change back into school uniform after a PE lesson or a sporting event.	
Navy school jogging suit	Navy school jogging suit
White and/or House T-shirt with school logo	White and/or House T-shirt with school logo
Navy blue/Black shorts	Navy Blue/Black school shorts Black tights/leggings

Shoes
Footwear must be safe, sensible, smart, and clean. Dark and pale colours are accepted. Heels and platforms are not allowed. Flashy colours, excessive studs, zippers or glitter are not allowed.
Jewelry
Jewelry is not permitted, except for watches and small stud earrings. Unnamed lost property is placed in an area at the end of the gallery. In order to maintain high standards of dress in school, all teachers should encourage children to be neat. Teachers should communicate with pupils and parents if the uniform is not worn.

Make-up
Make-up is not acceptable. Coloured nail varnish or false nails are not acceptable. Nail extensions or long nails are not suitable for school and must not be worn.
Hair
Students' hair must be clean, tidy, off the face and of reasonable length and style. Extreme bleaches, highlights or dyes that are in blatant contrast to the hair's natural colour are not permitted. It is also not acceptable to have styles where lines and/or shapes are cut into the hair.

Uniform Infractions

- During the registration time, form tutors will check the uniforms, and the registration will be recorded on Educare. Absence, tardiness and uniform issues will be marked on the paper register by the form tutor each morning.
- The first uniform infraction will be marked with a negative comment by the form tutor. The second uniform infraction will be marked as a red card by the tutor.
- Starting with the third uniform infraction, the student is sent to the relevant KSL to refer to the parents.
- Parents will be asked to:
 - Bring in replacement clothes
 - Approve uniform issue from the shop (billed to parents)
 - Take the student home (Student will be marked as absent)
- Students found out of uniform during the day will have a Negative Comment recorded on Educare by the teacher concerned if they don't have permission from the Head of Pastoral Care.

Sixth form dress code policy 2024/25

1. It is the intention that this dress code helps to maintain the smart appearance encouraged in Years 12 – 13 whilst allowing a degree of flexibility, in acknowledgement of the role of the Sixth Form and their progression towards the world of employment.
2. A member of the Sixth Form should be able to leave the ISB site and immediately attend a formal interview without having to enhance their appearance or worry that their dress gives the impression of a school uniform.
3. This list is not intended to be exhaustive, but instead represents a guideline to the meaning of Business Dress.
4. If in doubt, the Head of Sixth Form should be contacted to confirm the suitability of any items.
5. Students should arrive at and depart from ISB following the dress code guidelines below, and on any other occasion when representing ISB. If a student arrives in a dress that cannot immediately be adjusted to fit these regulations, they will be required to change or to leave the school. Students asked to leave will be marked absent in Educare.

6. Written warnings will be issued to students who repeatedly breach this dress code and copies will be kept on their files. Copies of any written warnings will also be sent to parents/guardians.
7. Persistent offenders will lose the privilege of wearing office dress and will be required to wear full school uniform for the remainder of their time at ISB.
8. Clothes must be kept clean, tidy and in good repair at all times.
9. Casual leisurewear is not regarded as suitable for school.
10. Sweatshirts or hoodies of any description do not qualify as coats or sweaters and are not acceptable.
11. All items of clothing should be decent and school/ office appropriate. Vulgar, too revealing, racist or discriminatory items are not allowed and will result in sanctions.
12. Sixth Form Leader will be the final arbiter of what is appropriate or otherwise.

Sixth form dress code	
Students should wear	Not allowed
Smart business suit Smart jacket Smart buttoned shirt with sleeves Plain smart pullover/cardigan Smart trousers Only small logos are allowed Smart casual shoes, no high heels, no platforms	Anything else

Secondary School Learning Areas

Key Stage 3	Year 7	Age 11-12	English National Curriculum supported by Cambridge Secondary 1 curriculum for English, Maths, Science and ICT. GL Assessment CAT4 in Year 8
	Year 8	Age 12-13	
	Year 9	Age 13-14	
Key Stage 4	Year 10	Age 14-15	Cambridge International Examinations IGCSE
	Year 11	Age 15-16	GL Assessment CAT4 in Year 10
Sixth Form	Year 12	Age 16-17	International Baccalaureate Diploma Program
	Year 13	Age 17-18	GL Assessment CAT4 in Year 12

The Secondary School offers a British style education which is broad and balanced, and which focuses on both skills and knowledge. Students study both traditional academic subjects as well as those which develop creative skills.

All year groups up to and including Year 12 sit baseline developed ability tests at the beginning of each academic year, which enables us to identify strengths and weaknesses so that lessons are appropriately targeted at their needs, and so we can offer additional support where necessary. The tests give us a measure of progress year on year and also allow us to make appropriate predictions as to future performance in external examinations.

KS3 (Years 7,8,9)

In years 7, 8 and 9, the students study 12 different subjects, all of which are compulsory (they are able to choose between learning French or Spanish as an additional language, and they can choose between first language, Romanian, Romanian as an additional language or first language Turkish).

In English, the students are set according to ability. This allows for the lessons to be differentiated appropriately and pitched at the correct level for the students. The sets are determined by the results of the developed ability tests and in-school assessments.

KS4 (Years 10,11)

Key Stage 4 students study up to 9 subjects at IGCSE. The Cambridge IGCSE (International General Certificate of Education) is a 2-year programme of study in each subject culminating in external examinations at the end of Year 11, which are marked by Cambridge Examiners. The IGCSEs are graded on a scale from A* to G, and certificates are awarded when the results are published in August following them sitting their exams.

Sixth Form (Years 12,13)

The Sixth Form students study the IB Diploma Programme (DP). All DP students take six subjects and therefore maintain a breadth of study across a range of disciplines similar to that experienced in Key Stage 4. Three of these subjects must be studied at higher level and three subjects at standard level.

In addition to these six subjects, students need to fulfil the requirements of the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay (EE). Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

The IB uses both external and internal assessment in the DP. Examinations form the basis of the assessment for most courses. Teacher assessment is also used in DP courses at both the higher and standard level. This is called the internal assessment (IA) and includes: oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics and artistic performances.

PTA and Parent Involvement in the School

We actively encourage parents to become as fully involved in the school as they are able. If you have any ideas, or if there is any support you can give, please contact a relevant member of staff.

The school holds regular PTA breakfasts, which are an ideal opportunity to meet with other parents and some staff to discuss any issues you may have and to raise ideas.

During the academic year, a number of workshops are provided for parents. These include, for example, Information on Curriculum Developments, Assessment and Reporting, Learning and Teaching and pastoral issues. Details of these workshops are communicated to parents in advance.

A number of parents are involved in the after-school activities programme. If you would like to lead an activity or help with an activity, we would very much like to hear from you. Parents with an interest in art and craft and sports are particularly in demand.

All parents and teachers are automatically members of the Parent-Teacher Association (PTA).

The PTA has two primary roles, firstly to stimulate and promote social interaction between parents and teachers through relaxed social events, and secondly, to organise fundraising events in cooperation with the staff and students. A large proportion of the money raised is used to enhance the school facilities for the children. In addition, a proportion of the money raised is donated to charities supported by the school.

The Parent-Teacher Association also organises a number of events throughout the year, such as the Summer and Winter Fairs.

Yearbook

The school creates a Yearbook at the end of each academic year, which is published in August.

After-School and Enrichment Clubs

An extensive programme of extra-curricular activities and clubs is provided for students. The Head of Enrichment organises the programme, and at the start of each term, a programme is published with details of all of the activities being offered to students for that term. A club fair is organised to showcase the available clubs at the beginning of the academic year. Parents are asked to help their children, where appropriate, select their activities, in order of preference, on each day they wish to participate in the programme and to complete the accompanying registration form.

Once registrations are received and processed by the Head of Enrichment, students will be given confirmation of their option choices. Wherever possible, students will be given their first choice. The commencement date of Activities will be announced at the beginning of Term 1 and prior to the start of each subsequent term.

Parents must inform the Activities Coordinator if their child/children wish to discontinue an activity. We always welcome the involvement of parents in running or helping with the extra-curricular activities

programme. If you are interested, we would very much like to hear from you. Please contact the Head of Enrichment.

School Day

The Secondary School starts promptly at 8:30 am when the Tutor time begins; learners are expected to make their way promptly to all classes. Attendance is checked in every lesson throughout the day using MyEducare and parents are informed about the attendance daily.

Times	Monday	Tuesday	Thursday	Friday
8:30-8:40	Registration	Registration	Registration	Registration
8:40-9:30	Lesson 1	Lesson 1	Lesson 1	Lesson 1
9:30-9:45	Break 1	Break 1	Break 1	Break 1
9:45-10:35	Lesson 2	Lesson 2	Lesson 2	Lesson 2
10:35-11:25	Lesson 3	Lesson 3	Lesson 3	Lesson 3
11:25-11:40	Break 2	Break 2	Break 2	Break 2
11:40-12:30	Lesson 4	Lesson 4	Lesson 4	Lesson 4
12:30-13:20	Lesson 5	Lesson 5	Lesson 5	Lesson 5
13:20-13:55	Lunch	Lunch	Lunch	Lunch
13:55-14:10	Form Time	Form Time	Form Time	Form Time
14:10-15:00	Lesson 6	Lesson 6	Lesson 6	Lesson 6

Times	Wednesday
8:30-8:40	Registration
8:40-9:30	Lesson 1
9:30-9:45	Break 1
9:45-10:35	Lesson 2
10:35-11:25	Lesson 3
11:25-11:40	Break 2
11:40-12:30	Lesson 4
12:30-13:20	Lesson 5
13:20-13:55	Lunch
13:55-14:40	Lesson 6
14:40-15:30	Enrichment time

Timetable

All learners are given a personal timetable showing subjects, times and rooms.

Academic Calendar

Term 1	Monday, 2 September - Friday, 20 December 2024
Term 2	Wednesday, 8 January 2025 - Friday, 17 April 2025
Term 3	Monday, 28 April 2025 - Friday 20 June 2025

(Please see the main school calendar published on the website for more details of specific holidays)

Regular calendar updates are published on the school website. We encourage families to come to school and support their children in their various activities.

Homework Guidelines

Students in Secondary are given a homework task initially through MyEducare or in some instances via an online platform such as Google Classroom. Most government guidelines around the world agree that the [10-minute rule](#), starting in Year 2, applies. This would mean that per night, homework should be (maximum):

- **Year 7** - 60 minutes per night
- **Year 8** - 75 minutes per night
- **Year 9** - 90 minutes per night
- **Year 10** - 105 minutes per night
- **Year 11** - 120 minutes per night
- **Year 12 and 13** Up to 150 minutes per night

We do not operate a defined Homework Timetable. When homework is set teachers are required to give students sufficient time (approx. 3 days) to complete the tasks. This way students do not become overburdened with tasks.

Assessment

Assessment is the process of collecting and organising information from purposeful activities to draw inferences about teaching and learning, as well as about persons, often making comparisons against

established criteria (Lamprianou & Athanasou, 2009). Assessment is carried out in three different forms: *assessment of learning*, *assessment for learning* and *assessment as learning*.

All assessments in the Secondary School at ISB will:

- be the result of a variety of approaches and a range of evidence to fit our learning profile;
- enable teachers to plan effectively;
- happen as part of ongoing learning and teaching, periodically and at transitions;
- be underpinned by the confidence that every student can improve;
- enable parents and partners to be involved in their child's progress;
- help all students to demonstrate what they know, understand and are able to do;
- recognise learners' achievements through celebrating success, profiling achievements, certification and accreditation;
- provide teachers with information to evaluate their work and set appropriate targets for whole-school, class and individual students;
- support learning through the sharing of learning outcomes and success criteria as well as high-quality feedback;

- promote learner engagement. Involve learners in reflection, setting learning goals and planned personalised next steps, self and peer assessment, enable all learners to meet personal potential;
- ensure appropriate support. Fair, personalised and inclusive planning, assessing, tracking, and monitoring will enable success, despite any barriers to learning;
- be developed from sound judgement through sharing standards and moderation, data collection, analysis and reliable evidence;
- inform self-evaluation for improvement, enabling the monitoring of standards over time.

ISB Secondary Grade Descriptors

ISB Grade	Year 7 to 9 explanation	Years 10 and 11 (IGCSE) equivalence	Years 12 and 13 (IB Diploma) equivalence
7	Outstanding	A*	7
6	Very Good	A	6
5	Above Average	B	5
4	Average	C	4
3	Pass	D	3
2	Fail (Poor)	E	2
1	Fail (Very poor)	F	1

Approaches to Learning

We have articulated a number of Approaches to Learning Skills (ATLs) that we believe are necessary to help learners be successful both at school and beyond. These are a continuation of the Personal Goals used within the Primary School. The curriculum is planned to allow all learners to explicitly learn and develop these skills in the following 5 areas:

- Research Skills
- Self-Management Skills
- Communication Skills
- Social Skills
- Thinking Skills

IB Learner Profile and ATLS

The IB Learner Profile and ATL (Approaches to Learning) Skills are part of the IB Philosophy and equally inform planning for the IB Diploma curriculum:

Learner Profile (Knowledgeable, Risk Takers, Principled, Caring, Reflective, Communicators, Balanced, Thinkers, Open Minded, Inquirers)

ATL Skills (Communication, Thinking, Social, Research, Self-Management)

Career Counselling

The ISB Career Counseling Service exists to guide and help with our students' career pathways from secondary education to top universities in the world.

During PSHE lessons, Year 7 and 8 students use a range of activities to discover their strengths and interests to develop a positive self-image that provides the foundation for optimistic pathway planning.

In the second term in Year 9, we provide our students with guidance and assistance to make their IGCSE option selections considering their future career options using the data provided by the career guidance test, MyFirstChoices.

In the second semester of year 11, our students are expected to select their IB options. Our career counsellors will organize meetings with students and their parents before students choose their IB options. Students will also take a career guidance test called MyCareerChoices which will help them to identify their strengths and areas for development, including the best career areas that the students are a fit for.

Our Year 12 students will have their final career test, MyUniChoices, which will enable them to create a university shortlist they should apply to, considering their academic results, skillsets, IGCSE scores and personal preferences.

In Year 13, our career counsellor will meet students and their parents more frequently and support all our students applying to universities. From how to create an account for the application platforms to writing personal statement sessions, our counsellor will be proactive in each stage of the university applications.

Medical Matters

ISB has a paediatric school doctor and two nurse practitioners who are well qualified to deal with any medical issues and who are proactive in all medical matters throughout the school. In order to help us to limit the transfer of contagious conditions, we ask you not to send children who are unwell to school. Coughs, serious colds and tummy upsets spread very quickly in schools, so please think of others and keep your child at home. If your child has an illness, especially one that is contagious, please notify the school management and the school nurse of his/her absence and the possible duration of the illness.

Our medical office also keeps records of students with allergies and therefore parents are expected to inform the school related to this matter. You will receive a form at the beginning of the academic year to inform the medical office. You can also reach out to the medical office at nurse@isb.ro

If a child becomes ill or is hurt at school, the school nurse and if necessary a member of the Management team will determine whether the child is in need of external medical treatment. In all cases, the parents will be called and are expected to collect the child if requested. If the school is unable for whatever reason to contact a parent/guardian, the school may arrange for the child to be taken to a medical facility for the purposes of examining the child and providing specialist treatment. Parents undertake to bear all expenses incurred by such action.

Counselling and Learning Support at ISB

ISB offers student support and counselling services for students in Kindergarten through year 13. Our Counselling and Learning Support Department assists students with academic support during the school day depending on need and specialist evaluation.

Our CLS team's aim is to provide support to students whose academic needs are significantly different to the majority of pupils in their age/class group. They provide academic support to students individually or in different types of small groups, depending on need and specialist evaluation. We offer support to students with a wide range of needs including dyscalculia, dyslexia, mild autistic spectrum condition, ADHD, oppositional behaviour, communication disorder and have a close collaboration with teachers and parents.

We all experience times when it feels hard to talk to those closest to us about things which we find troubling. Perhaps we experience difficulty that we feel is hard to overcome or we just need someone to talk to and help us think things through. Counselling at ISB promotes student success by supporting positive relationships and personal and social development, in a confidential setting.

Our CLS team provides general counselling for a wide variety of emotional, personal, social and transition issues. At this moment, we have three qualified, enthusiastic, committed and experienced counsellors who are responsible for providing students with guidance and support in dealing with issues related to learning, peer and family relationships, and managing a range of emotions and situations from anxiety, worry, exam stress, depression, to loneliness and rejection.

Counselling offers an opportunity to explore your feelings in a safe environment and help you develop ways of coping with them. Counselling gives individuals an opportunity to explore, discover and clarify ways to live in a more satisfying and resourceful manner. It offers the young person the opportunity to increase their self-awareness, develop their personal resources and understanding of their own problems as well as developing strategies to cope with change.

Please contact us if you need more information on our services, you are worried about your child's academic progress or emotional development or you need to talk about the never-ending challenges of parenting. As a team, we will use all our knowledge and experience to support you and your child in becoming an amazing person.