



PRIMARY POLICIES

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CURRICULUM POLICY

The Primary School at the International School of Bucharest is for children aged 2 - 11 and provides a comprehensive British Primary Curriculum. The structure of our curriculum closely follows the National Curriculum for England and Wales:

- EYFS: Pre-nursery (FS0), Nursery (FS1) and Reception (FS2). For students aged 2 - 5.
- Lower primary: Years 1, 2, 3
- Upper primary: Years 4, 5, 6

The age of the students is taken from a 1st September start.

The Primary Programme of Study at the International School of Bucharest provides students with a broad and balanced curriculum, based on the English National Curriculum. This is complemented by a range of extra-curricular activities, including Enrichment Activities on a Wednesday afternoon and residential trips for Year 3, 4, 5 and 6.

We strongly believe in a positive behaviour strategy that supports our core values of Honesty, Empathy, Responsibility and Open-Mindedness. Staff are dedicated to building positive relationships with pupils. We provide opportunities for them to fulfil their individual potential, helping them to embrace and enjoy their learning confidently whilst supporting them with their personal, social and emotional development.

Our teachers engage students by using a wide range of appropriate activities. Lessons are expected to be interactive and challenging with the aim of deepening students' understanding and developing their independent learning skills. We also encourage the development of communication, collaboration, creativity and critical thinking skills. We have separately equipped rooms for Computing, Music and MFL and an indoor Sports Hall and outdoor sports facilities.

EYFS - FS0, FS1 and FS2

The EYFS curriculum is based on the English Early Years Foundation Stage Framework. The curriculum offers students the opportunity to develop their learning in the core areas of Communication and Language, Physical Development and Personal, Social and Emotional Development as well as Literacy, Maths, Understanding the World and Expressive Arts and Design. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. In Rainbow Class (FS0) and Sunshine Class (FS1), specialist teachers provide lessons in PE and music. In Star Class (FS2), further specialist provision is provided through MFL and Computing lessons.

In Rainbow class, (FS0 - rising 2 to 3 year olds), learning revolves around play supported by the teacher and TA. The day is loosely structured around mealtimes and outside play times. Learning activities are chosen to meet the needs of the learners and are based on a continuous provision model with focused adult activities.

In Sunshine Class (FS1 - 3 to 4 year olds), learning continues to revolve around play and the continuous provision available both in the classroom and the shared indoor and outdoor areas. This continuous provision is enhanced by resources which will stimulate learning related to the planned topics. Children take part in an increasing number of shared learning opportunities.

In Star Class (FS2 - 4 to 5 year olds), continuous provision enhanced with Topic related stimuli provides the core learning. However, further opportunities for structured shared learning takes place. These include a daily phonic session, maths sessions and class reading opportunities.

Further details can be found in the ISB EYFS Handbook.

Lower primary - Years 1, 2, 3

Pupils in Lower Primary broadly follow the English National Curriculum. In English, class teachers use Talk for Writing as an approach to learning to write where children are immersed in a text, memorising it and then using it as a model for their own writing. A wide range of opportunities support the development of reading including guided reading sessions, whole class reading and individual reading, White Rose is used as a basis for learning in Maths, supplemented and enriched by other resources as appropriate to meet the needs of the children. Science topics are taught in a block alternating with Humanities topics which include objectives in Geography and History and are planned as enquiry-based learning. Art and D&T topics are cross curricular. Wellbeing and Reflection lessons are also taught by class teachers. PE, Music, Computing and MFL lessons are taught by specialist teachers following appropriate schemes of work.

Upper primary - Years 4, 5, 6

The Upper Primary curriculum shares the same model as in Lower Primary. However, in English, units which are based on whole texts supplement Talk for Writing and children in Years 5 and 6 apply their knowledge of a range of text types to share their learning.

English Support

Lower Primary: There is no minimum level of English required for students entering EYFS and Lower Primary. The major focus of EAL in Lower Primary is to help children develop the language and skills needed to build friendships at school, and to support participation in the mainstream classroom. The focus of EAL lessons is on teaching students English language skills which include explicit and systematic phonics instructions. This will enable the students to gain reading and writing skills (coding and decoding). Planning for EAL is based on the English class planning, with English lessons and Guided Reading lessons delivered by an experienced specialist EAL teacher.

Upper primary: Students in Upper primary (Year 4,5,6) who join the school in Upper primary are assessed upon entry, in line with the 'Initial Assessment' set out in the EAL Policy. Those children who need EAL support will receive lessons delivered by a specialist EAL teacher. These lessons require additional payment. ESL students in Upper Primary will be prepared for Cambridge English Qualifications (Young Learners English tests, A2 Key for Schools or B1 Preliminary for Schools) during their EAL lessons. The programme includes the coursebooks, 2 mock exams, specialist ESL teaching for five lessons each week during English lessons, Guided Reading and one MFL2 lesson as well as an 18-month subscription to authentic Cambridge materials (YLE only) and the exam fee. Existing students follow this programme, should there be a need, after a joint decision by the class teacher and the ESL department, based on the student's level of English.

Use of Technology

The International School of Bucharest uses information technology as a way of enhancing its aim to teach the skills, knowledge and behaviours students will need as responsible citizens in the global community. A bank of 20 iPads are available for use in Years 1 - 3 to support this aim while in Year 4 and 5, pupils bring a tablet into school every day. In Year 6, pupils bring in iPads to support the transition into secondary where these are mandatory.

The goals of ISB's technology program are to empower students as: problem solvers, creators in a changing world, global citizens.

Our school is dedicated to empower students to thrive in the world of media and technology and support 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.

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

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

Assessment and Target Setting

Details can be found in ISB's Assessment Policy.

Counselling and Learning Support

The Counselling and Learning Support Department is supporting students with emotional and learning difficulties through different services. Students who are referred are assessed in order to identify the specific learning difficulties. This can be done in school or the students may be referred to specialists outside the school, depending on the complexity of the situation. Students who are identified with learning difficulties benefit from learning support in English and Maths, focusing on the development of sustainable learning strategies. This is usually done by withdrawing the students from lessons, once or twice a week and it can be individual or within a small group. Students are also supported by the CLS department indirectly by providing guidance and advice for teachers in order to cater for their needs as well as entering the classroom.

Homework

A general guideline for homework expectations per evening are:

Y1-2: 25 minutes Y3-4: 35 minutes Y5-6: 45 minutes

The Homework Policy provides further details.

Parent Evenings, Open Days, Parent Workshops and Shared Learning Opportunities

At ISB, we actively seek to engage our parents in their children's learning. Two Parent Evenings are arranged over the course of the academic year where parents have the opportunity to meet with class teachers and specialist teachers to discuss their child's progress. Open Days provide both current parents and prospective parents with the opportunity to visit classes and to become involved in the children's learning.

The Primary School also holds workshops throughout the year to give parents the opportunity to learn more about what their children are learning in school, for example Phonics and Internet Safety. These are led by subject leaders and specialists at different points in the year.

There are many other opportunities for parents to become involved in their children's learning including a class assembly for each class happening once a year, and a PBL showcase for the whole of Primary in the Spring term.



Reviewed - August 2024

Approved by SLT

ISB ASSESSMENT AND REPORTING POLICY

Rationale for Assessment:

At the International School of Bucharest, we believe that assessment is an integral part of the teaching and learning process. Reporting is a key part of the partnership between the school and parents and we recognise the importance of accurate and informative reports.

Data obtained from assessments enables teachers to plan lessons and appropriate interventions to ensure they are maximising the progress and attainment for each individual child. Assessment is also used to inform parents through the sharing of tracking information and twice-yearly written reports to parents.

Both summative and formative forms of assessments are used to inform teaching and learning. Formative assessments are an integral part of every lesson and teachers use their professional judgement to plan a range of formative assessment opportunities into their day-to-day planning. Informal records of assessments may be made through the use of checklists, post-it notes, annotated lesson plans and marking and feedback in student books. Examples of formative assessment include:

- Questioning to gauge student knowledge and understanding;
- Quizzes such as Kahoot;
- Tests such as google forms;
- ‘Show me’ responses using mini whiteboards or tablets;
- Other ‘assessment for learning’ strategies which enable teachers to identify ‘fast graspers’ and ‘struggling learners’ within their lessons.

Summative assessments provide an opportunity to evaluate students’ knowledge and understanding at a point in time. Details of the summative assessments undertaken can be found in Appendix 1. Summative assessments comprise:

- Half termly data used to identify students who require intervention or challenge, to measure in-year progress and to set targets for individual students.
- End of year GL progress tests provide a standardised measure which enables student progress to be tracked through their time in Primary years 1-6.
- Standardised CAT4 tests for students in Y3 and Y5 and all new students in Upper Primary School(depending on practicalities)

Assessment in Early Years Foundation Stage

EYFS staff observe students to understand their level of achievement, interests and learning styles, and shape the learning experiences for each child reflecting on those observations. Tapestry is used to gather and record ongoing formative assessment against the Early Learning Goals in: Communication and Language, Physical Development and Personal, Social and Emotional Development as well as in Literacy, Maths, Understanding the World and Expressive Arts and Design. As students progress through the foundation stage, teachers assess their achievements against the Early Years Foundation Stage Framework.

Assessment in Lower Primary

Formative assessment provides immediate data to inform teaching and learning in Key Stage 1. Teachers adapt and plan learning, based on this assessment and they provide timely feedback to students to enable them to reflect upon and improve their learning. For the youngest children, verbal feedback is the most effective way to communicate their successes and steps for improvement. Regular opportunities to respond to teacher feedback are gradually introduced through Lower Primary so that by the end of Year 2 the majority of students are able to respond effectively to both verbal and written feedback. Alongside this, students are encouraged to assess and reflect upon their own and their peers' learning so they gradually develop their 'self' and 'peer assessment' skills, encouraging effective learning behaviours. Lower primary teachers use a variety of informal methods to record students' day-to-day achievements across the curriculum. Clear learning objectives and a success criteria are considered when assessing students' achievements.

Summative assessments for Reading, Writing, Maths and Phonics are set at the end of each half term during 'assessment weeks'. Tracking of individual objectives for all subjects are also used in order to measure in-year progress and further set the targets for individual students. During 'Pupil Progress Meetings', these assessments and tracking data help teachers, core subject leaders and members of SLT to identify students who require intervention or challenge. GL progress tests are done at the end of each academic year in order to give a standardised score of the students' achievements across Maths and Reading. All the above provide the means to set targets for individual students as well as to measure in-year progress.

Assessment in Upper Primary

Formative assessment continues to provide immediate data to inform teaching and learning in Upper Primary. Lessons are shaped and planned in response to this assessment and

teachers then use timely feedback to respond to student learning, both verbally and through written feedback in books. Regular opportunities for students to respond in increasing depth to teacher feedback are given and embedded into lessons. Self- and peer-assessment continue to form an important part of the assessment process and students are increasingly able to identify their successes and their areas for growth. Knowledge and understanding are assessed against clearly defined learning objectives and success criteria.

Summative assessments for Reading, Maths and Science continue to be set at the end of each half term during 'assessment weeks'. Each term, a summative writing task is also set. Tracking of individual objectives continues for all subjects and are used in order to measure in-year progress and further set the targets for individual students. 'Pupil Progress Meetings' also continue to form an important part of the assessment process. GL progress tests are done at the end of each academic year in order to give a standardised score of the students' achievements across Maths and Reading. The additional use of CAT4 tests for Year 3 and Year 5, provides a consistent, standardised benchmark for students' progress throughout their time at ISB, both in Primary and in Secondary. To assist the analysis of student attainment, data from the PASS survey will also be used.

Assessment in Specialist Subjects:

Specialist subject teachers use formative and summative assessment to inform their teaching. Lessons are again shaped and planned appropriately in response to this assessment and teachers continue to use timely feedback to respond to student learning as outlined above. Summative assessments may also be used to provide further information as appropriate. At the end of each half term, specialist teachers assess and record each students' achievements against agreed expectations for each unit of work. The assessments are aligned to the specialist subjects' assessment tracking, which clearly explain the criteria for each mark.

Counseling and Learning Support (CLS)

When a teacher makes a referral to the CLS, an initial assessment is recorded using the school assessment sheet by the teacher and submitted and discussed with the CLS Coordinator (SENCO). Following this, the SENCO will carry out a full and thorough investigation and advice and support teachers and parents as necessary. Students requiring CLS are continually monitored and progress is shared with the class teacher. IEPs are regularly reviewed through the year, informed by formative and summative assessments. PASS and CAT4 survey data will also be used to assist these assessments.

English as an Additional Language (EAL)

Students receiving EAL lessons are also continually monitored with progress shared with the

class teacher. In Lower Primary, when a pupil is considered to have made sufficient progress in the EAL class, they will return to mainstream English lessons as soon as possible. In Upper Primary, this will depend on the Stage and progress of individual children.

At the end of the year Upper Primary children receiving EAL lessons will take an end of year written and oral assessment to assess their readiness to access the mainstream curriculum without support. In Lower Primary children are released through discussion between the EAL and class teachers.

New Children

New children are tested by the EAL teachers to assess whether they require EAL support. CAT4 and PASS may be used as appropriate.

Recording Assessments in Lower and Upper Primary

Formative assessments are recorded as required by individual teachers and teaching assistants to best inform day-to-day planning. Objectives are tracked (using Educare, ISB's information management system) as appropriate. A judgement from 1 - 7 is made, based on the judgements as set out in Appendix 2. This information is accessible by parents who receive the information as a coloured 'star' system, also shown on Appendix 2.

Summative assessments, together with teacher assessment judgements (using the 1 - 7 scale), are entered on Educare for each class following each 'assessment week'. These are then analysed by the subject leaders who report to the Head of Academics. Pupil progress meetings then take place to identify areas of success and development for students as needed and interventions planned ready for the next half term. Targets for each student are agreed during Pupil Progress meetings and CPD needs may also be identified.

Data is used to inform baseline assessment upon transition between classes, into Secondary School and when transferring between schools through:

- Records of standardised scores;
- CAT4 data from Y3 and Y5;
- Data spreadsheets used to inform pupil progress by class teachers and by specialist teachers;
- The aim is for the Educare tracking system to also provide information from previous years;
- The CLS Register and IEPs to ensure that children with identified special educational needs, and those children who are not making the expected progress, have their needs met.

Evidence for students' attainment can be found in student books and on Google Classroom (for Upper Primary). In addition, summative assessment tests are retained to inform students' next teachers as required. Moderation of books is an important validation of teacher assessments in writing, but also in reading. The layout of the work and the marking in books should help to inform the evidence of students' learning in line with ISB's Marking and Feedback Policy and ISB Primary's Presentation Expectations.

Reporting:

At ISB, we recognise the important partnership between parents or carers and the school. We aim to use clear and accurate reporting to inform parents or carers through:

- Twice yearly written reports, sent in December and June;
- Parent Meetings;
- Educare tracking;
- Informal meetings and discussions as appropriate.

The written reports provide a clear and accurate summary of the student's achievements for each subject along with a mark for effort. Key achievements and targets are included alongside comments which acknowledge the students' attitudes and aptitudes as well as an overview of them socially. Report gradings are aligned to in-year assessments as outlined in Appendix 2.

Parent meetings are an important opportunity to discuss students' progress and any concerns the parent or teacher might have. However, parents are also invited to meet with teachers or specialist teachers as the need arises at other times of the year, or to communicate by email, or Class Dojo, initially via Educare.

Year 6 parents will be invited to a primary/secondary transition information evening in late Spring to inform parents about the systems in secondary and how best to prepare students for the change.

Foundation Profile

EYFS staff will carry out an initial baseline assessment for every child at the start of the year. They will then continue to regularly assess the children using the Early Years Foundation Stage Profile (EYFSP). Assessments will take place in groups and individually. Parents will be informed of their child's progress through Parents' Evenings, as well as by receiving twice yearly reports on their child and viewing their interactive Learning Journey, via 'Tapestry'. At the end of the EYFS (FS2) staff complete the EYFS profile for each child. The EYFS profile provides parents and carers, teachers and assistants with a clear picture of a child's

development, knowledge, understanding and abilities, as well as their progress against expected levels.

Pupils are assessed against the 17 Early Learning Goals, (ELGs) indicating whether they are:

- Meeting the expected level (Expected)
- Not yet reaching the expected levels (Emerging)

Appendix 1 - Primary Summative Assessments

Lower Primary:

	Maths	Reading	Phonics
Y1	'White Rose Maths' end of unit tests every half term GL Maths progress test at the end of the year	'Bug Club' levelled reading tests every half term GL Reading progress test at the end of the year	Phonics check every half term Phonics screening at the end of the year
Y2	'White Rose Maths' end of unit tests every half term GL Maths progress test at the end of the year	'Bug Club' levelled reading tests every half term GL Reading progress test at the end of the year	Phonics check every half term Phonics screening at the end of the year

Upper Primary:

	Maths	Reading	Science
Y3 and Y5	'White Rose Maths' end of unit tests every half term GL Maths progress test at the end of the year	'Bug Club' levelled reading tests every half term GL Reading progress test at the end of the year	'Twinkl' adapted end of unit tests at the end of each unit
CAT4 test at the beginning of the year			
Y4	'White Rose Maths' end of unit tests every half term GL Maths progress test at the end of the year	'Bug Club' levelled reading tests every half term GL Reading progress test at the end of the year	'Twinkl' adapted end of unit tests at the end of each unit
Y6	'White Rose Maths' end of unit tests every half term GL Maths progress test at the end of the year	'Bug Club' levelled reading tests every half term GL Reading progress test at the end of the year	'Twinkl' adapted end of unit tests at the end of each unit

Appendix 2 - Assessment Grading in Primary

%*	1 - 7	ARE	Report Grade
< 39	1	Working Below	Insufficient
40 - 59	2	Working Towards	Fair
	3		
60 - 89	4	Working At	Good
	5		

%*	1 - 7	ARE	Report Grade
90 - 100	6	Working Above	Very Good
	7		

* Use the percentage from the raw assessment scores in conjunction with evidence collected and observed over the course of the time period.

Working Below:

Students are not secure in Age Related Expectations so their knowledge is not secure and there are significant gaps in their knowledge. Some students may not be able to access their Age Related Curriculum and these students will be supported by the CLS team. Students who are able to meet ARE with support, receive regular, frequent support and intervention as needed to bridge the gap between them and their peers.

Working Towards:

Students are secure in some areas of Age Related Expectations but not in all areas and there may be some significant gaps in their knowledge. Students should receive regular support and intervention to bridge the gap between them and their peers.

Working At:

Students are secure in nearly all of the areas of ARE and they are able to use their knowledge reliably, effectively and independently.

Greater Depth:

Students are very secure in all areas of ARE and they are able to apply their knowledge in different contexts accurately and confidently.

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Approved by SLT

POSITIVE BEHAVIOUR POLICY

Our positive behaviour policy is based upon a shared responsibility for developing student behaviour, consistent non emotive staff responses to student behaviour and clear links between actions and consequences. We have three key rules, at ISB we are:

Respectful **R**esponsible **K**ind

All staff are expected to embody these behaviours and actively support and encourage positive behaviour among all students, referring to the key rules. Wherever possible, staff should seek to improve student behaviour by focusing on the positive behaviour of other students, when it is necessary to directly intervene with negative behaviour, these steps of positive intervention should be applied.

Positive Consequences

Habits of Mind

All classrooms should have a '**Habits Board**' featuring [The Habits of Mind](#). A weekly school wide focus habit is introduced for the following week in assembly and teachers select one or two additional habits that they wish to focus on with their class for the week. Students' names get added to the board in recognition of displaying these habits; once all the students from a class have their name on the board, a small **class reward** takes place (story time/extra playtime). Student names cannot be taken off a Habits board for later poor behaviour. **Stars of the Week** (class teachers) and Stars of the Month certificates (specialists) are awarded to students based on a Habit of Mind and celebrated in our weekly assemblies.

Positive Notes

All students can earn **positive notes** for excellent behaviour, these are given directly to students by staff (and prefects) to take home and share with parents, staff members write on each note the reason for the award.

Afternoon Tea Awards

Once each half term, an '**Afternoon Tea Award**' session is arranged. Students can be nominated (via a google form) by any member of staff for outstanding positive behaviour, the nominations are kept secret. The students with the most nominations at the end of each half term are invited to a special party with snacks, drinks and a spot of (fruit) tea!

Negative Consequences

Incomplete Learning

Students who have not started/completed an activity to the expected standard because of poor behaviour may be asked by the teacher to complete it at home for the following day. The following slip should be attached to the activity and it must be signed by the student’s parents, parents are also informed via educare/Class Dojo.

Restorative Conversations

Students who exhibited consistent negative behaviour may have a restorative conversation with the teacher involved, where possible at the next available time (break time, lunch time, for a few minutes at the beginning end of a specialist lesson). For more guidance about restorative conversations, [click here](#).

Community Payback

Students whose negative behaviour has disrupted the learning of others may be required to ‘payback’ to the community by performing a small task. This could be writing an apology letter directly to the others affected, helping a teacher or assisting in the library/canteen, for other suggestions [click here](#).

Additional Behaviour Support

Where a teacher feels further support is needed to help a student with their positive behaviour, the following steps are used:

Step 1	The advice of the Lower/Upper Primary Coordinators and / or Student Support Services is sought. This is recorded in the minutes of the Year Group Meetings. An email will be sent to the parents via Educare.
Step 2	The advice of the Lower/Upper Primary Coordinators is sought. This is recorded on the appropriate form. The Key Stage Leader and teacher will meet with the child’s parents to discuss relevant issues.
Step 3	The advice of the Head of Pastoral Care will be sought and a meeting with parents arranged. The child will be supported with a daily behaviour diary between home and school. The SLT will be made aware of this step and this will be recorded in the SLT confidential minutes.
Step 4	The Head Teacher will apply an Internal suspension for one day.
Step 5	The parent will meet with the Principal and an external suspension may be applied.

Step 6	Expulsion will be applied.
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The following Staged Response is in place for each **half/full** day classroom session. At the end of the day, a child has a 'Fresh start'.

Falling below ISB Expectations

EYFS	
Distraction techniques and preventative measures	1
Reinforce expected behaviour	2
Verbal Warning and positive reinforcement and calm corner or activity - explain the next stage (reinforcing expectations)	3
Time out - age related (between 2 and 5 mins) sand timers (for students who won't sit in timeout, they are removed from the group and taken to EYFS Coordinator, following that, Head of Pastoral Care, SLT)	4
Restorative (age appropriate) conversation and message home	5

Lower Primary	
Verbal reminder of rules/potential consequences	1
Time out - confirmation of why this has happened, removal from activity *time out in the classroom	2
Time out external/outside the classroom - adult supervision *message the parent, CC Lower/Upper Primary *report in My Concern(CLS)	3
Referral to the Deputy Head/Head of Pastoral Care - reflection activity, discussion	4
Referral to SLT- the parents on an additional contract	5

Upper Primary	
Verbal reminder(discuss: Restorative 5: What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?)	1
<p>Time out (in a designated space, students to reflect on their actions, calm down, think about their behaviour, and make a plan for improvement)</p> <p>*verbal abuse, physical aggression, property destruction, refusal to follow safety procedures, persistent defiance and disruption, repeated disruptions during instructions or tasks, continuous noncompliance, excessive classroom disruptions</p> <p>For serious levels of these behaviours:</p> <p>*message the parent, CC Lower/Upper Primary</p> <p>*report in My Concern(CLS)</p>	2
<p>Reflect on the reward system (5 min restorative circle to involve the peers in reflecting on HERO values and discuss the impact of the behaviour, express feelings, and collaboratively work on resolutions, assign a supportive “buddy”)</p> <p>*persistent behaviour as above + escalating conflicts(aggressive behaviour, provocative language, retaliation, spreading rumours, refusal to de-escalate, exclusionary practices)</p>	3
<p>Referral to the Deputy Head/Head of Pastoral Care -</p> <p>internal exclusion followed by external exclusion and a behaviour contract related the behaviour</p> <p>*repeated acts of bullying, significant disruption to learning, ongoing defiance and noncompliance, severe aggression(physical or verbal) and disrespect to others(peers and adults), vandalism or property damage, harmful or threatening behaviour, persistently disruptive behaviour outside the classroom(e.g.: assembly), persistent violation of school policies</p>	4
Referral to SLT - let parents know at the stage of a developing situation, not when it's escalated too far. Additional contract.	5
Way forward - expulsion to be considered	6

Examples of the type of behaviour for each level:

Examples of stage 1 behaviour

Example Behaviour	Stage	Other Notes
Shouting out	1	
Not sharing	1	
Talking during instructions / completing work	1	
Not following instructions	1	
Off - task behaviour	1	
Interrupting peers	1	
Disruptive behaviour	1	
Incomplete work	1	

Examples of Stage 2 behaviour

Example Behaviour	Stage	Other Notes
Repetition of Stage 1	2	
Rough / dangerous play	2	
Offensive language	2	
Targeted unkind behaviour	2	
Defacing school property	2	
Interrupting peers	2	
Dishonesty	2	

Examples of Stage 3 behaviour

Example Behaviour	Stage	Other Notes
Repetition of Stage 2	3	
Rough / dangerous play	3	
Bullying	3	
Physical violence	3	
Stealing	3	
Cyberbullying	3	

Examples of Stage 4 behaviour

Example Behaviour	Stage	Other Notes
Repetition of Stage 3	4	
Severe examples of stages 1, 2 and 3 misbehaviours	4	

Displaying ISB expectations for behaviour

EYFS	
Positive comments naming the behaviour	
House Points	
HERO awards	
Special responsibilities	

Lower Primary	
Dojo/House points	
Stamps/stickers	
Reading Nights/Star of the Week/Star of the Month/HERO certificates	
Afternoon Tea	

Lower Primary	
Dojo/House points	
Stamps/stickers	
Reading Nights/Star of the Week/Star of the Month/HERO certificates	
Afternoon Tea	

To reflect the HERO and House Team values

Attitude - display active listening and participation, be responsible and respectful, be communicative and cooperative

e.g.:

Active listening and participation - Practice active listening during lessons and discussions. Wait your turn to speak, and avoid interrupting; value the opinions of your classmates. Ask questions to deepen your understanding. Engage in class activities and discussions. Contribute thoughtfully to group work. Be present both physically and mentally in the learning process.

Responsible - Take responsibility for your learning and your actions. Complete assignments on time and come prepared. Own up to mistakes and learn from them. Use technology responsibly and ethically. Respect the privacy and intellectual property of others. Be aware of the impact of your online presence.

Respectful -Respect school property and the belongings of others. Keep the classroom clean and tidy. Use resources responsibly. Treat everyone with kindness and consideration. Use respectful language and gestures. Communicate in a positive and constructive manner. Resolve conflicts respectfully.

Communicative - Work collaboratively with your classmates. Share ideas, resources, and responsibilities. Support each other in reaching common goals. Communicate in a positive and constructive manner. Resolve conflicts respectfully. Use 'I' statements to express feelings and concerns.

Effort - always try your best

e.g.: Demonstrate a growth mindset by embracing challenges. Put forth your best effort in all tasks. Persevere through difficulties and learn from setbacks.

To reflect the HERO and House Team values

Mindset - be positive, empathic and inclusive

e.g.:

Positive - Maintain a positive attitude towards learning. Approach challenges with optimism and a belief in your ability to overcome them. Encourage a positive atmosphere in the classroom

Empathic - Cultivate empathy by understanding and considering the feelings of others. Be supportive and compassionate, especially during challenging times.

Inclusive - Create an inclusive and welcoming environment for everyone. Embrace diversity and celebrate differences. Be mindful of language and actions that may make others feel excluded. Be open minded.

Reviewed - August 2024

Approved by SLT

TEACHING AND LEARNING POLICY

Rationale

The ISB Teaching and Learning Policy underpins all other policies and practices in the school. It informs best classroom practice and provides the foundation for all children to make progress in all lessons.

At ISB we believe that:

Good teaching can only take place when learning takes place. It is understood that teachers may teach but that children may not be learning because of the mismatch between teaching methods and the needs of the pupils. Good teaching is based on a measure of progress made in the lesson or series of lessons, a measure of what pupils have learnt or can do at the end of the lesson that they were unable to at the beginning.

We encourage teachers to role model the learning process for our students. We encourage our teachers to recognise that learning is a lifelong process. Good teachers are those who are dynamic and evolve; adapting their practice with the curriculum, and the needs of the students in their classes. We respect teachers who are innovative and willing to try new approaches to engage and motivate our learners. At ISB we support teachers in their professional development. We encourage teachers to attend courses and promote the 'life-long learner' model for our students.

Aims:

To involve everyone in the learning process

To ensure there is a consistent and continuous approach across the school

To ensure that the quality of learning and improvement of standards continues; providing children with the best life chances

To set out our expectations of best practice

Provide a tool for monitoring, evaluation, accountability and school improvement

As a staff team we believe that learners learn best when:

- They feel happy and safe
- They explore, experiment and experience
- There are clear and consistent high expectations

- They are challenged and supported
- They are interested, curious and motivated
- They have a 'growth mind-set'; they reflect on their mistakes and use them as learning opportunities
- They experience high quality, well-paced lessons
- The physical learning environment is stimulating and well resourced

Strategies to promote effective Learning:

They are happy and feel safe

Teachers facilitate this by insuring children/students:

- feel they are being treated fairly and consistently
- acknowledge the close partnership between home, school and education
- feel valued: we greet children/students and ask about their welfare so that they develop positive, trusting relationships with adults
- value their ideas and opinions and make time to listen to what they have to say
- we build confidence and self-esteem
- have opportunities for relaxation/energising in and between activities
- can feel proud of their school; it is visually attractive and welcoming
- feel 'ownership' through personal space, name tags, classroom space
- staff rigorously implement equalities and behaviour for learning policies

They can explore, experiment and experience

Teachers facilitate this by insuring that they:

- provide interesting, tactile, visual and topic related resources to use/learn from/ask questions about
- look for every opportunity to identify success
- provide opportunities for child-led exploration and investigation
- include ICT as an integral part of learning
- invite members of the local and global community to share with children their knowledge and experiences
- celebrate variety in culture, religion and language
- provide a broad and inspiring curriculum

To provide clear and consistent high expectations we will:

- implement the school behaviour for learning policy consistently
- give clear goals and time limits
- have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community
- involve children in self-assessment and target setting
- explain the learning expectations clearly
- ensure that they experience success and praise every day

To provide challenge and support we will:

- inform parents about the curriculum they will experience next
- will use assessment for learning procedures to track their progress and identify their learning needs
- use a range of resources appropriate to the children's needs
- communicate regularly with parents about their progress;
- communicate to children's families that we value their contribution;
- set homework appropriate to their age and ability
- look for opportunities to catch them doing well and to celebrate it

To ensure that children are interested, curious and motivated learners, we will

- include a high quality stimulus at the start of the learning journey
- encourage all staff to be enthusiastic, awe-inspiring and curious
- provide opportunities for them to apply their learning in practical contexts
- display their work and help them to display their own work attractively;
- give them opportunities to discuss their learning
- talk to them about their own lives, hobbies, interests and cultural background
- ensure that a range of learning and teaching styles are used in lessons
- use children as 'experts'
- use educational visits regularly to enrich learning
- provide a range of extra-curricular activities

To ensure that children reflect on their mistakes using them as

learning opportunities, we will

- encourage all school employees to be active, lifelong learners, who share their interest in learning with colleagues and children/students
- encourage parents to be lifelong learners who are actively engaged with their sons and daughters learning both in and out of school
- plan lessons that are adapted to meet the needs of individuals
- give children opportunities to ask questions
- show respect for them and their contributions, both verbally and through marking
- involve them in self-assessment and the identification of appropriate new targets
- involve them in collaborative working
- involve them in peer assessment

To help children experience high quality, well-paced lessons we will:

- provide teachers and teaching assistants with day-to-day, line management support and a planned programme of continuous professional development
- fully implement the SEN and G&T policies and action plans
- monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations

To ensure that the learning environment is stimulating and well resourced, we will:

- ensure that classrooms are tidy and free of clutter;
- have appropriate resources according to the varying needs of the children;
- ensure that resources are accessible to children/students;
- vary the learning environment, using outdoor spaces and educational visits
- set out informative, interactive and celebratory displays

ISB Principles for effective teaching and learning

Everyone at ISB is committed to ensuring that learning and progress are the priority. As a staff team, we have identified some key features of lessons that secure good learning.

- Effective opening
- Effective teaching

- Effective independent learning
- Effective review and reflection

These phases are not necessarily discrete; they are interwoven and overlapping. They reflect a learning experience that may be completed over a number of lessons.

EFFECTIVE OPENING

At the start of learning experiences, we will:

- Use an engaging stimulus to capture the attention of the children/students and awaken their curiosity
- review prior learning and connect it to new learning
- ensure that the learning is correctly pitched through assessment
- explain the learning intention and encourage them to identify its relevance to the world and ‘What’s in it for me?’;
- ensure that the steps needed are discussed /generated and then displayed (success criteria)
- be enthusiastic
- give children the ‘big picture’ by;
 - describing what they will be doing,
 - encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come,
 - providing graphic, pictorial previews and overviews of the topic to be studied
 - showing examples of what other children have produced/achieved.

EFFECTIVE TEACHING

In our teaching, we will:

- implement the curriculum agreed upon in the school subject policies and schemes of work
- be clear about the learning intention and success criteria
- ensure that we are clear about what the outcome will ‘look like’
- identify what prior learning is required and what the next steps would be so that we can be flexible and adapt our planned teaching to the needs of the children
- be secure in our subject knowledge

- use assessment for learning techniques to ensure children make progress during lessons and over time
- provide appropriate modeling and demonstrations
- break the teaching content into logically arranged, manageable chunks
- provide plenty of opportunities to practice
- give clear, differentiated explanations and instructions
- ensure that we draw out children's responses and avoid too much teacher talk
- be enthusiastic and motivated
- fully engage classroom support staff in the teaching and assessment process
- maintain good pace throughout the lesson
- create a positive and pleasant working atmosphere using praise and positive language
- use games, play, humour, drama, music, and competition to enliven our lessons
- use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why')
- provide opportunities for children to experience awe, wonder and reflection
- ensure all children are actively engaged in the learning process
- input new information using combined visual, auditory and kinaesthetic strategies
- maintain high expectations throughout
- encourage and respond positively to children's questions
- adapt our teaching in the light of continuous assessment of children's progress

To promote effective learning, we will:

- implement the curriculum agreed upon in the school subject policies and schemes of work
- ensure that children/students use the success criteria to support their learning
- engage children/students in a range of independent and collective/collaborative, group-based learning activities, including peer teaching, peer-assessment, talking/work partners, hot seating, role-play etc.
- ensure learning is appropriately differentiated to the needs of the class
- use planning frames for children to structure and scaffold their thinking and work
- provide activities involving problem solving and creative thinking;

- set clear expectations for learning outcomes
- ensure most tasks have time deadlines
- provide opportunities for children to use new knowledge and skills in a variety of contexts
- teach thinking and learning-to-learn skills
- ensure children are aware of personal targets for learning
- give opportunities for children/students to learn in a variety of ways, using their multiple intelligences and preferred learning styles
- provide multi-sensory and ‘first hand’ learning experiences whenever possible

EFFECTIVE REVIEW AND REFLECTION

To enable effective review of learning and children’s reflection upon it, we will:

- pick up on misconceptions and clarify the learning
- use self and peer assessment
- give positively worded, constructive oral and written feedback on their work and how they can improve
- employ a range of assessment for learning techniques
- give feedback related to agreed targets
- praise, reward and share success
- provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations
- enable individuals, pairs and groups to report back to others
- enable children/students to share what they have learned and can do
- enable children/students to ask questions of others
- provide opportunities for children/students to consider future learning

Intervention

As a result of our regular assessment, we plan interventions that will support pupils’ and will move them on in their learning. Every term, our inclusion team identifies pupils’ that would benefit from additional support in core curriculum areas. They plan interventions to accelerate the achievement of these children/students. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils’ learning.

Marking and Feedback

Our marking and feedback policy defines our approach: its frequency; content and depth. We provide time for pupils to respond to marking, so that it improves their learning.

We give ongoing oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve by identifying a pupil's next steps in their learning journey.

The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

Homework

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on pupils' learning.

Reviewed - August 2024

Approved by SLT

ATTENDANCE AND REGISTRATION POLICY

The International School of Bucharest aspires to give children the best education possible. All school staff will work with pupils and their families to ensure each pupil attends school regularly and punctually. Therefore, except in the case of sickness, the expectation is that children should maintain a 100% attendance record. The school will establish an effective system of incentives and rewards which acknowledges the efforts of pupils to improve their attendance and timekeeping and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.

The School day begins at 8:25am and ends at 3:00pm (Wednesdays at 3:30 pm). Class teachers take the register every morning between 8:30am - 8:40 am in the classroom. Registers are taken both electronically on the school information management system 'myEducare' and as a paper record which is kept in the office for emergency situations. Attendance figures are calculated each semester and placed on end of semester reports.

Early Arrivals and Late Collection

Children should not be on the school premises before 8.10am. There will be no supervision before 8.10am. Children should be collected no later than 3.15 pm (Wednesdays after 3:45 pm), unless the student has a club or a teacher or administrator has scheduled an activity or event, which necessitates early arrival or late departure.

Permission to Leave School Early

Procedure

1. We request that parents email or telephone the office when early dismissal is necessary (2 hours before the pick up time). A reason must be given for early dismissal.
2. The Head of Primary, or in their absence the Deputy Head or members of SLT, has the final approval or disapproval for early dismissal.
3. The parents of Primary school students must have an early dismissal slip signed by the Head, Deputy Head or SLT member to present to the security guard when leaving the campus. Children will not be permitted to leave without this slip and will always reach the gate accompanied by a teacher/TA/receptionist.

Primary children will not be able to leave the campus unaccompanied by an adult.

Parents are kindly requested to wait at the main gate (in the reception) whilst children are being collected from the classroom.

Absences

School attendance is a statutory requirement in Romania until the age of 18. All absences need to be authorised by the school. School authorises medical absences up to 2 days, medical absences longer than 2 days must be authorised with a medical certificate. Parents are required to telephone the office between 8:00 am and 9:00 am on the first day their child is absent, giving the reason and expected length of absence.

The school may also authorise absences due to personal reasons, including sporting events, but formal requests for absence must be requested from the Head of Primary. If the class/form teachers do not know the reason for unauthorised absence, this will be marked in 'Red'.

ISB primary school observes the following codes for absences:

P Present A Absent E Excused T Tardy

Unauthorised absences

If the school is not informed about a child's absence or given a reason for the absence; or the absence has not been authorised by the Head or Deputy Head, the absence will be classed as unauthorised which is marked as Absent on Educare. It is a legal requirement in Romania that pupils attend school and have fewer than 20 days of unauthorised absence in an academic year. If pupils fail to meet this statutory requirement it is possible they will fail the year and be required to retake the year. At ISB this action will be taken at the SLT's discretion.

If the school is not informed about a child's absence or given a reason for a longer absence, the primary office will phone the given contact numbers to establish the reason for absence. If contact can not be made, an email to request the reason for absence will be sent.

Lateness

Registration will take place as close to 8.35am as possible. Pupils who are not present when the register is taken will be marked as '**absent**'. Any pupil who arrives after registration closes at 8.40 am must report to the reception.

Procedure

1. The receptionist will record the name of the child, arrival time and any given reason for their late arrival on a google document; this is shared with the secretary.
2. The child will then be given a late arrival slip which should then be handed to the class teacher on arrival to the classroom.
3. The receptionist updates the paper registers which are used in the emergency evacuation procedure. Always report to the reception when late.
4. The teacher updates the electronic register once the late slip has been received.



Reviewed - August 2024

Approved by SLT

SCHOOL UNIFORM POLICY

ISB has high expectations of students’ adherence to the school uniform policy and Primary students 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 in line with our HERO values. Expectations are adapted to be age-appropriate.

Primary School Uniform

Boys	Girls
Winter	
Navy blue trousers	Navy blue trousers or a skirt knee level (not leggings)
Blue long sleeved school shirt	Blue long sleeved school shirt
Navy blue school jumper	Navy blue school jumper
Summer	
Navy blue trousers or shorts	Navy blue trousers or shorts or a skirt knee level (not leggings)
Blue short sleeved school shirt	Blue short sleeved school shirt
Navy blue school jumper	Navy blue school jumper
P.E Kit	
Blue jogging suit	Blue jogging suit
White and/or House T shirt with school logo	White and/or House T shirt with school logo
Blue school shorts	Blue school shorts
Sport Shoes	Sport Shoes

Boys	Girls
Shoes	
<p>Footwear must be safe, sensible, smart, and clean. Dark and pale colours are accepted.</p> <p>Heels and platforms are not allowed. Flashy colours, excessive studs, zippers or glitter are not allowed.</p>	<p>Footwear must be safe, sensible, smart, and clean. Dark and pale colours are accepted.</p> <p>Heels and platforms are not allowed. Flashy colours, excessive studs, zippers or glitter are not allowed.</p>
<p>Long hair should be tied back while extreme hairstyles and unnatural hair colours are discouraged.</p>	
<p>The wearing of jewellery is discouraged. Small, stud earrings and a watch may be worn and a necklace may also be permitted. Smart watches with internet capability are not permitted.</p> <p>School inappropriate jewellery will not be permitted and will be kept by the teacher until the end of the day. A message will be sent home to inform parents.</p> <p>Students in EYFS and Lower Primary should not be permitted to wear any jewellery due to hazards.</p>	

- In EYFS, Rainbow Class (FS0) will not be expected to wear uniform but should wear comfortable clothes which are suitable for ‘messy’ play and active learning. In Sunshine Class (FS1) and Stars Class (FS2), uniform will be encouraged.
- On days when classes have PE, in order to avoid lost time, FS and Lower Primary students should arrive at school wearing their PE kit. Upper Primary students should bring their PE kit in their bag. They then change into their PE kit before the lesson and change back into their school clothes at the end of the lesson. The exception is when PE is the last lesson of the day when they will not change at the end of the day. Lower primary students wear PE kits all day.
- Students maintain personal hygiene: uniform and shoes.
- Personal hygiene assemblies run by the medical staff for Upper Primary.
- No nail polish, no long nails and acrylic.
- Hair must be kept tidy, and long hair should be pulled back into a ponytail.

Uniform Infractions

Teachers check uniforms every day during morning registration.

Uniform issues will be recorded in the registration folders along with attendance.

The first uniform infraction is a verbal reminder by the teacher.

The second uniform infraction is a message home to parents.

The third uniform infraction is a formal letter from SLT.



Reviewed - August 2024

Approved by SLT

MOBILE DEVICES POLICY

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 traveling to and from school. We are also clear that when phones or other electronic devices 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 Safeguarding and Child Protection practices and to reduce risk for all of our community, ISB implements the following policy with regard to mobile/smart devices:

- Mobile phones, smart watches, headphones, earbuds, and AirPods are not allowed to be brought into school by Primary children. If the above-mentioned device was used during school hours, the device will be withheld by a member of staff, it will be handed to the primary office, and the respective office staff will inform the SLT. The phone will only be returned to the student's parent or legal guardian after the policy breach has been discussed.
- 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. Contacting parents using devices during the lessons is prohibited.
- Secondary children are allowed to bring mobile phones.
- Mobile phones must be switched off and kept in the student's locker at all times during the school day.
- iPads and Mac devices that students bring in must be enrolled in the school system.
- 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.
- Mobile phones may be used with teacher supervision during specific subject requirements, like IBDP Visual Art lessons.
- If a student needs to call home, s/he must report to a member of the 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.

Unacceptable use

ISB will consider any of the following to be unacceptable use of the mobile phone or device and a serious breach of the school's behaviour policy, resulting in sanctions being taken.

- Photographing, filming or recording inside school premises (these may include lessons without permission, photographing or filming staff or other students, photographing or filming in toilets, changing rooms and similar areas)
- Bullying, harassing or intimidating staff or students by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch the device off or handing over the device at the request of a member of staff
- Using the device outside school hours to intimidate or upset staff and/or students will be considered a breach of these guidelines in the same way as unacceptable use, which takes place during school time.

Headphones, Earbuds, and AirPods

In our commitment to maintain a focused and effective learning environment, we extend our Mobile Devices Policy to include specific guidelines on the use of headphones, earbuds, AirPods, and all related audio devices.

Prohibition During Lessons: The use of headphones, earbuds, AirPods, or any similar devices is strictly prohibited during lessons. This ensures that students are fully engaged and attentive in the learning process.

Restrictions During School Hours: Students are not permitted to connect these devices to their mobile phones during school hours. As mobile phones must be switched off and kept in lockers, this rule applies to any usage of headphones or earbuds with mobile phones.

Permitted Usage: These devices may be used during designated study hours or break times but only in conjunction with iPads or other school-approved devices. This usage must comply with the broader guidelines of our Acceptable Use Policy, particularly concerning internet connectivity and appropriate digital behaviour.

Consequences for Non-Compliance: Non-compliance with these guidelines will be treated as a serious breach of the school's behaviour policy. The same withholding procedure and sanctions applied for mobile phone misuse will also apply to the misuse of headphones, earbuds, AirPods, and similar devices.

By adhering to these guidelines, we aim to foster a productive and respectful learning environment for all our students, ensuring that technology aids rather than distracts from our educational objectives.

Smartwatch Usage

In order to maintain a focused educational environment, our guidelines for smartwatches are as follows:

- **General Use:** The use of smartwatches is allowed during school hours. However, these devices should primarily be used for time-keeping purposes.
- **Restrictions During Exams:** To maintain the integrity of examinations, smartwatches are strictly prohibited during all exams. Students are required to store them in their lockers or another designated area.
- **Communication Limitations:** Students are not permitted to use smartwatches for communication purposes during school hours. This includes sending messages, making calls, or any other form of digital communication that could distract from learning.
- **Consequences for Misuse:** Non-compliance with these guidelines will be treated in line with our school's behaviour policy, similar to the misuse of other electronic devices.

Withholding procedure

- When a mobile phone is withheld by a member of staff, it will be handed to the secondary office, and the respective office staff will inform the SLT.
- The student will be issued with a Red Card and 3 negative Educare points for the first offense. After the first time, the device will be returned to the student at the end of the day. If this repeats, parents will need to come to school and pick up the device from the office.
- The phone will only be returned to the student's parent or legal guardian after the policy breach has been discussed.
- Repeated offenses may result in the student being referred to the Discipline

Committee for more serious sanctions, which may include the possibility of permanent withdrawal from the school.

Acceptable Use Policy

The acceptable use of all the IT equipment and resources in the school is explained in detail in the Acceptable Use Policy, which should be used in conjunction with this policy.



Reviewed - August 2024

Approved by SLT

HOMework POLICY

Our aims:

Our Primary School Homework Policy is formulated to guide teachers, students and parents by providing information so that we can create a suitable atmosphere and support for successful homework while appreciating and respecting our diverse international community. Our fundamental belief is that homework provides an opportunity to consolidate and enhance work done at school and further fosters home-school links.

Why give homework?

- It can help to consolidate learning or to prepare for future learning in class;
- It can further stimulate enthusiasm for learning;
- It is a great opportunity to rehearse key skills such as times tables and other key facts;
- It promotes the enjoyment of reading and supports the development of reading skills;
- It utilises the home environment and resources and invites the opportunity for one to one adult time;
- It can be a great source for gathering topic information;
- It can inform parents about their children's learning;
- It helps to foster good habits of organization and self discipline in preparation for the demands of Secondary School.

It is our intention, and good practice, not to send work home that the child cannot already do i.e. parents are not expected to teach new skills.

We believe that there are several responsibilities:

- It is the responsibility of the teacher to explain outcomes and make the homework interesting
- It is the responsibility of the student to hand completed homework in on time and to be of an acceptable standard;
- It is the responsibility of the parents to support their child's achievement of the outcomes but not do it for them.

Whilst we support all of the above key principles, we do not wish to create a culture where homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and the weekends and weeknights can sometimes be busy.

We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore or a source of conflict it ceases to be a constructive aspect of teaching and learning. We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However, if a child consistently fails to complete and return tasks, this is discussed with the child and their parents. Regular lack of homework could lead to missing Golden Time especially in specialist subjects.

Organisation:

At the International School of Bucharest all homework is communicated to parents using the Educare, Class Dojo or Google Classroom. As an Eco-School we refrain from sending home paper-based homework unless absolutely necessary. Paper homework is sent home in specialist subjects.

Project Based Learning Homework:

Project based learning is an integral part of the curriculum in the Primary School at the International School of Bucharest. Each half term, the children are set a project-based learning homework task that relates to a theme or topic within their year group. The projects require the students to use a number of skills from across the different areas of the curriculum. There will be weekly tasks to be completed and the project will be presented in the last week of the half term. It is anticipated that children will be spending approximately an hour a week on these projects over the half term.

PBL projects are a compulsory part of the curriculum.

Early Years:

In Foundation Stage 2 (FS2), the students will take reading books home starting in term two. The reading books will support the phonics teaching in school. Reading records are used for parents to communicate reading done at home.

Lower Key Stage:

Homework for students in Lower Key Stage Is set once a week, as appropriate and communicated via Educare or Class Dojo. Homework links to what the children have learnt that week in school and will consist of spelling, maths, English as well as project based homework.

Reading is expected daily. We recommend that all the children in Lower Key Stage read for at least fifteen minutes per day at home. Reading Records are used for parents to communicate reading done at home. Reading Records are checked weekly by class teachers/Teaching Assistants. Students are also provided with a weekly set of spellings to learn according to

their learning needs.

Parents are provided with guidance on how to listen to their child read and on how to help them learn to read and spell key words. Children will also be expected to complete a project-based learning homework activity each half term which is anticipated to take an hour a week (20 minutes per day). Homework using 'Education City' and 'Bug Club' will also provide weekly activities to enhance the learning opportunities of all our students.

Upper Key Stage:

Homework in UKS will be set once a week as appropriate via Educare, Class Dojo and Google Classroom and will be discussed with the children during class beforehand. During the week the children will be expected to practice their spellings daily at home and suggested spelling activities are provided on Google Classroom. UKS children will also be expected to read for at least twenty minutes a day. Reading Records are checked weekly by class teachers/ Teaching Assistants. Maths, English and Science homework will be set on a weekly basis using 'Education City'.

Online books will be issued using the online platform, 'Bug Club'. Children will also be expected to complete a project-based learning homework activity each half term which is anticipated to take an hour a week (20 minutes per day). MFL teachers may also set weekly homework tasks, and other Specialists may set homework when suitable.

Additional Homework:

In addition to the weekly/termly homework teachers will send extra "optional" sheets for children to complete. This will consist of a reading comprehension, a writing/grammar piece, a maths activity sheet and a maths problem solving activity. These may be completed by the children if they wish to do so but are not a requirement.

Timing:

At the International School of Bucharest we suggest the following times for homework:

Years 1 and 2: approximately 25 minutes per day including at least fifteen minutes of reading.

Years 3 and 4: approximately 35 minutes daily including twenty minutes of reading.

Years 5 and 6: approximately 45 minutes daily including twenty minutes of reading.

The time taken to complete homework varies from child to child and therefore the time allocated for homework tasks is what teachers consider a "best fit".

Appendix 1 – Project Based Learning Homework Sample

Year 3 Homework Project – Healthy Eating

This half term in science we will be looking at how leading a healthy lifestyle benefits us. As part of this for our half term project we are asking the children to research, prepare and try healthy snacks. This will require children to do some food preparation at home. This will end in a showcase where parents and students in year 3 can try the food the children have prepared. Below is an overview of the expectations for the project and further details will be given in our weekly bulletins.

Date (Week Beginning)	Activity
15 th January	Children will complete a food journal (given to children) for the week to list what they have eaten and bring it school on Monday 22 nd January. The children will discuss at home what they would like to eat for their own healthy lunches.
22 nd January	Children will look at a variety of different menus and consider how they are presented, the information given, the description of the food served. Children will then create their own menu for their own healthy lunch. They must include a starter, a main dish, a dessert and a drink. This needs to be presented on A4 paper and be a quality piece of work that can be displayed.
29 th January	Children will create a shopping list for the items that they will need for their chosen meal. They will select the correct quantity of each item and where possible identify the cost of the meal. The children will also look at recipes and the format that recipes take.
5 th February	Children will create a recipe for their chosen healthy lunch. They will write, in their best presentation, step by step instructions to make their healthy lunch. The children may make their own small recipe book if they choose.
12 nd February	Children will choose one item from their menu that they will prepare for Friday 16 th February. The children will make this at home and bring it to school on Friday 16 th February. The children will share this with their class and we will practise evaluation our menu items.

Date (Week Beginning)	Activity
19 th February	Children will prepare all their menu items to bring into school towards the end of the week (Date to be confirmed closer to the time).

Cross Curricular Links

English – Instruction writing, writing for a specific audience, writing good questions.

Maths – Measuring accurately, converting units, using time, using money in real life situations.

Science – Healthy eating.

Humanities – Exploring where our food comes from and the cultural differences in our choices.

Art – Creating aesthetically pleasing and eye-catching menus and recipe books.

Computing – Using ICT to enhance recipe books and menus

Reviewed - August 2024

Approved by SLT

EYFS POLICY

Mission Statement

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 Values - HERO (Honesty, Empathy, Responsibility, Open-Mindedness)

At the International School of Bucharest, we are committed to nurturing a learning environment that is not only academically rigorous but also rooted in strong character development. Our HERO values—Honesty, Empathy, Responsibility, and Open-Mindedness—are at the core of everything we do.

These values were carefully chosen through a comprehensive review involving students, teachers, parents, and non-teaching staff. Our HERO values guide us in fostering a culture of mutual respect and academic excellence within our diverse community.

- **Honesty** underpins the moral foundation of our school, ensuring that integrity and truthfulness are consistently upheld.
- **Empathy** encourages us to understand and share the feelings of others, creating a supportive and caring environment.
- **Responsibility** reflects our commitment to accountability, both in our actions and in our contributions to the school and global society.
- **Open-Mindedness** inspires a willingness to consider new ideas and perspectives, fostering an inclusive and forward-thinking community.

By embracing these values, we equip our students with the skills and character necessary to succeed and contribute positively to the world around them. These values align closely with the Early Years Foundation Stage (EYFS) framework's emphasis on personal, social, and emotional development, ensuring our youngest learners develop strong moral and ethical foundations.

Aims and Objectives for the Foundation Stage]

We aim to:

- Provide a caring and secure environment where each child is valued as an individual.
- Provide equal opportunities for all children, incorporating different cultures, religions, and special needs.
- Develop every child's confidence and self-esteem to help them become caring and social individuals.
- Provide a flexible and stimulating curriculum across the seven areas of learning.
- Plan challenging learning experiences informed by observation and assessment.
- Provide a range of opportunities that are both adult and child-initiated within the classroom and outdoor classroom environment.
- Provide secure and safe learning environments indoors and outdoors.
- Work in partnership with parents and within the wider context.

Foundation Stage Curriculum

We follow the Early Years Foundation Stage Statutory Framework of England and the four guiding principles that shape practice within our Early Years setting. These principles are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At ISB, we recognize that every child is a competent learner who can be resilient, capable, confident, and self-assured. We acknowledge that children develop in individual ways and at varying rates. Therefore, we offer a curriculum that supports and develops every child as an individual through inclusive practice in a safe environment, with the child's interests at the core of all learning.

Inclusion

All children and their families are valued and treated fairly at ISB, regardless of race, gender, religion, or ability. We ensure that all children have equal access to all provisions available.

We encourage every child to achieve their personal best, adapting planning to meet the needs of all groups and abilities. Early identification of special educational needs (SEN) is crucial to support each child's development. Concerns are discussed with parents at an early stage, and the Counseling and Learning Support (CLS) team provides further information and advice as needed.

To further support inclusion, we ensure that children learning English as an additional language (EAL) receive tailored in class support to integrate fully into the learning environment. We also celebrate cultural diversity by incorporating various cultural traditions, languages, and festivals into our curriculum, fostering a sense of belonging and respect for all.

Positive Relationships

At ISB, we understand that children learn to be strong, confident, and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognize that parents are children's first and most enduring educators, and we value their contributions. We develop and strengthen this partnership through:

- Open Days, where prospective parents experience how our EYFS functions.
- Induction Meetings/Trial days to present and discuss our aims with parents.
- 'Meet and Greet' meetings at the start of the school year.
- An open-door policy for parent queries.
- Parent evenings throughout the year.
- Workshops for parents on different areas of the curriculum.
- Sharing children's work with parents and valuing their ongoing contributions.

Enabling Environments

At ISB, we recognize that the environment plays a key role in supporting and extending children's development. This begins by observing, talking to, and listening to the children, assessing their interests, development, and learning before planning challenging but achievable activities and experiences.

The Learning Environment

Our EYFS classrooms are organized to allow children to explore and learn securely and safely. The classrooms include areas for active play, quiet time, and creativity. The EYFS also has its own outdoor learning area, offering opportunities to explore, use their senses, and be physically active in ways that differ from indoor learning.

We emphasize sustainability and environmental awareness by incorporating activities related to gardening, recycling, and nature exploration, fostering a connection with and respect for the natural world.

Learning and Development

We plan a relevant, stimulating, and challenging curriculum based on our observations and assessments of all the children. By assessing children's needs and stages across the seven areas of the curriculum, we allow them to achieve and, where relevant, exceed the Early Learning Goals.

All seven areas of learning and development, in combination with the Characteristics of Effective Learning, are important and interconnected. The three Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships, and thrive.

The Prime Areas are:

- Personal, Social, and Emotional Development.
- Communication and Language.
- Physical Development.

Children are also supported in the four Specific Areas, which strengthen and apply the three Prime Areas:

The Specific Areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The child's engagement with other people and their environment underpins learning and development across all areas and supports the child to remain an effective and motivated learner.

The Characteristics of Effective Learning are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically.

Observation, Assessment, and Planning

Our EYFS staff use observations as the basis for planning. Our staff are skilled at observing children to identify their achievements, interests, and next steps for learning. Fostering the children's interests develops a high level of motivation for their learning. The planning objectives within EYFS are informed by the Development Matters Statements from the Early Years Foundation Stage document, ensuring alignment with the latest guidance.

Regular assessments of children's learning are made, using this information to ensure that future planning reflects identified needs. Assessment in EYFS takes the form of both formal and informal observations, all recorded on our online platform, Tapestry. Student development is tracked regularly throughout their time in the EYFS.

At the end of their year in Star Class (FS2), children's progress is recorded against the Early Years Foundation Stage Profile. Each child's level of development is assessed against the 17 Early Learning Goals (ELGs).

Admissions

Children are admitted to our EYFS following the procedures outlined in our Admissions Policy. Flexibility is offered to accommodate staggered entry into school to suit a child's individual needs, based on recommendations from parents or the child's teacher.

We clearly communicate our admissions process to parents, ensuring they are informed about policies on staggered entry and how individual needs are assessed before entry.

We support children and parents during the transition into EYFS, particularly for those who may be joining mid-year or from different educational backgrounds, ensuring a smooth and supportive start to their learning journey at ISB.

Policy Review and Parental Feedback

This policy is reviewed regularly to ensure it remains current and comprehensive, reflecting any updates in the EYFS framework or other relevant legislation. We actively seek and incorporate parental feedback through regular surveys and meetings, using this input to continuously improve our EYFS provision.

Reviewed - August 2024

Approved by SLT



EARLY YEARS BEHAVIOUR POLICY

At ISB, we believe that promoting positive behaviour and creating a nurturing environment is vital for the growth and development of our young learners. Our core values of honesty, responsibility, empathy, and open-mindedness guide our approach to behaviour management in the Early Years setting.

Positive Discipline

We are committed to using positive discipline techniques to encourage good behaviour in our students. We believe in acknowledging and rewarding positive behaviours to reinforce them.

ISB Core Values

Honesty: We encourage children to be truthful and transparent in their actions.

Empathy: We promote understanding and compassion towards others' feelings and perspectives.

Responsibility: We teach children the importance of taking ownership of their actions and behaviours.

Open-mindedness: We encourage children to be receptive to new ideas and experiences.

Acceptable Behaviour Management Strategies

Our teachers will use a variety of strategies to guide children towards positive behaviour, including:

- Modelling good behaviour and demonstrating empathy and understanding
- Clear expectations and rules that are communicated effectively
- Positive reinforcement such as praise, stickers, or rewards for good behaviour
- Redirecting attention to different activities
- Providing opportunities for children to express their feelings and emotions in a constructive manner
- Supporting the child to make amends or change the behaviour
- Approach, quieten and calm a difficult situation
- Come and play: The adult models ways to play or interact with peers.
- Thinking Chair / Calm corner

What is Unacceptable Behaviour?

- Hurting someone physically, eg biting, kicking, throwing things at people, spitting.
- Hurting someone verbally, eg name calling, racist remarks, shouting at someone, swearing at someone.
- Emotional sarcasm, threats or manipulation.
- Showing disrespect for the property of others, eg damaging equipment or the work of others.
- Showing disrespect for the feelings of others, eg not waiting a turn.

Sanctions

In cases where a child's behaviour does not align with our school's values, sanctions may be utilised. These could include:

- Verbal warnings
- Time-out sessions
- Loss of privileges
- Involving parents and guardians in discussions about behaviour

Additional Behaviour Support

Where a teacher feels further support is needed to help a student with their positive behaviour, the following steps are used:

Step 1	The advice of the Stage Coordinator and / or Student Support Services is sought. This is recorded in the minutes of the Year Group Meetings. An email will be sent to the parents via Educare.
Step 2	The advice of Phase Leader is sought. This is recorded on the appropriate form. The Key Stage Leader and teacher will meet with the child's parents to discuss relevant issues.
Step 3	The advice of the Deputy Head/ Head of Pastoral Care will be sought and a meeting with parents arranged. The child will be supported with a daily behaviour diary between home and school. The SLT will be made aware of this step and this will be recorded in the SLT confidential minutes.
Step 4	The Head Teacher will apply an Internal suspension for one day.

Step 5	The parent will meet with the Principal and an external suspension may be applied.
Step 6	Expulsion will be applied.

Our goal is to create a safe, supportive, and inclusive environment where all children feel respected and valued. By promoting positive behaviour and addressing challenging behaviours with care and consistency, we aim to help our young students develop into well-rounded individuals who embody our school’s core values.

Further guidance:

[Accommodating the Behavioural Needs of Children with SEND in Early Years](#)

[Addressing Biting Behaviour in Early Years](#)

[How to Respond to Dysregulation and Manage Children’s Behaviour in Early Years](#)

[Recognising and Supporting Young Children with Anxiety in Early Years](#)

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