



**PRIMARY  
PARENT AND STUDENT  
HANDBOOK  
2015-2016**





## ***CONTACT DETAILS***

---

### **Kampala International School Uganda**

*(Formerly known as Kabira International School)*

#### Physical Address

Plot 447, Block 213,  
Off Old Kira road, Bukoto,  
Kampala, Uganda

#### Postal Address

PO Box 34249  
Kampala  
Uganda

#### Telephone:

Reception	0752 711 886
Primary Office	0752 711 908
Secondary Office	0752 711 789
Admissions	0752 711 882
Bursars	0752 711 893
Directors Office	0752 711 909

Fax: (041) 4543 444

Website: <http://www.kisu.com>

#### Emails:

Primary:	primaryhead@kisu.com
Secondary:	secondaryhead@kisu.com
IB Coordinator:	ib.coord@kisu.com
School Office:	office@kisu.com
Bursar:	bursar@kisu.com
Admissions:	admissions@kisu.com
School Director:	schooldirector@kisu.com



## **Table of Contents**

---

CONTACT DETAILS .....	1
Table of Contents .....	2
GENERAL SECTION.....	5
Absences.....	5
Advisory Board.....	5
Appointments with Teachers .....	7
Assemblies .....	7
Assessment and Reports .....	8
Awards.....	13
Bullying.....	13
Bus Service Policy and Procedure.....	14
Change of Address.....	15
Child Protection .....	15
Communication with Parents.....	16
Community Involvement .....	16
Community Service Policy.....	17
Complaints Procedure .....	17
Contact List– Class Parent Representative .....	18
Curriculum.....	18
Discipline Policy.....	20
Early Years: Kindergarten and Reception.....	23
Emergency Procedures .....	24
Extra Curricular Activities and Clubs.....	25
Homework Policy.....	25
Inter-House Teams and Sports Competitions.....	26
Key Stage 1: Years 1 and 2.....	27
Key Stage 2: Years 3 – 6.....	27
Late Pick-up Policy .....	28
Libraries.....	28
Library Return Policy .....	29
Lost Property .....	29
Lunches and Snacks .....	29



New Student Procedure.....	30
Non Discrimination.....	30
Outdoor Education Programmes .....	31
Presentation of Work.....	33
Rules for Use of Electronic Media.....	33
Sick Bay.....	34
Supervision Procedures.....	35
Support Services–Learning Support (LS) .....	36
Teaching and Learning.....	36
Uniform.....	38
Volunteer Opportunities.....	40
Withdrawals.....	40

---



## **Kampala International School Uganda – Guiding Statements**

Vision: “To educate today’s children for tomorrow’s world”

At Kampala International School Uganda we aim to:

- Provide a broad, balanced curriculum based upon the National Curriculum for England, IGCSEs (Cambridge) and the International Baccalaureate Diploma Programme, adapted to reflect the international nature of our school community and its location in Uganda;
- Recognise, respect and celebrate the multicultural and international diversity of our school community;
- Promote high standards across the curriculum in an environment where good quality teaching and learning take place and support each child in achieving their full potential;
- Encourage active, creative and independent learners who take pride in all that they do;
- Provide a safe, welcoming, secure and stimulating environment in which positive self-esteem, acceptance and understanding are promoted;
- Provide positive role models and encourage children to care for and respect themselves, others and property;
- Equip children with knowledge, skills and strategies to promote a healthy and fulfilling lifestyle now and in the future;
- Develop positive relationships throughout the school and with the wider community;
- Equip children for their life in society by developing skills of teamwork, mutual support and conflict resolution;
- Provide the resources to support education in an aesthetically stimulating environment that informs and inspires the whole school community and fosters happy and motivated children;
- Develop an awareness of our environmental responsibilities;
- Make all parts of the school community feel included and have a sense of belonging.



## **GENERAL SECTION**

---

### **Absences**

---

If you plan for your child to be absent (which is strongly discouraged), you should complete the Leave of Absence Form – available from the School Offices. This should be completed well in advance. Please note that homework will not be assigned for students who are absent for anything other than illness.

If your child has an unplanned absence, please contact the appropriate School Office - either in person, or by telephone- without delay. Parents are expected to provide a note explaining any absence – this may be via the homework diary/communication book or direct to the School Offices.

Attendance at school is a vital part of being a successful student. Students are expected to contribute and to receive during the educational process. It is therefore not easy to 'do the work at home'. Commitment to school always starts with the family, when a family stays committed to school until the end of term, the student will follow that example and be committed in their studies.

Unfortunately absence does cause problems, whether through illness or otherwise.

If a student is absent for any reason for more than 18 days a school year, which is 10% of the instruction days, then the student may be asked to repeat the year. Teacher advice will be sought as to the suitability of the student for the next level. Being late to school and missing classes will be recorded and will add up to equivalent days.

Students with high absence rates will not be eligible for the Academic or Sporting Awards that the school gives.

School trips, school matches and school representation are not counted as absence. We are an international school and if the student is representing their country (not club) then this will also not be counted as an absence.

### **Advisory Board**

---

#### **The Advisory Board consists of:**

Chairman and owner: Sudhir Ruparelia

Invited and PTA-elected members – all are volunteers

School Director and other members of Management Team – by invitation

#### **Current members of the Advisory Board are:**

Dr. Sudhir Ruparelia - Chairman

Mr. Ben Lewis - Vice Chairman

Mr. Steve Lang - School Director / Principal

Mr. Atul Radia - Board Member

Mr. Savio Martins - Board Member



Mr. Abhay Agarwal - Board Member

Mr. Kenan Pollack - Board Member

Mrs. Archana Somaiya - Board Member

**Note : The Board Members may change periodically**

Role:

To assist and advise the Owner on how to successfully monitor, maintain and manage KISU as a top quality international school.

To assist the School Director in drawing up, implementing and approving policies and procedures that cover all aspects of the school including:

- School Aims, Mission Statements and Philosophy;
- Non-Academic and Academic Policies and Procedures;
- Staff / Teacher Handbooks;
- Marketing and Advertising;
- Staffing, Personnel and Human Resource;
- Health and Safety;
- Curriculum and Curriculum Choices;
- Strategic Planning;
- All Policy and Procedure Reviews and Amendments;
- Accreditation procedures.

The Board will approve the annual budget and be involved in:

- Determining the School Fee Structure;
- Short and Long Term Financial Monitoring and Planning;
- Bursary offers, including Scholarships.

The Board will be involved in:

- Appointment and Appraisal of School Director;
- Appointment of the Heads of Primary and Secondary Schools;
- Appointment of the Sports Director;
- Drawing up and reviewing the School Director's job description;
- Reviewing and approving the Job Descriptions for Head of Primary/Secondary and the Sports Director;
  
- Target-setting for the School Director and Head Teachers;
- Defining the membership of the Senior Management Team.

The Board shall also act as an appeals panel in the following areas of dispute:



- Personnel;
- Student;
- Decisions concerning admissions;
- Inclusions;
- Suspensions and Expulsions;
- General Complaints.
- 

## ***Appointments with Teachers***

---

There are many regular opportunities to meet KISU's teaching and support staff, commencing each school year with 'Meet the Teacher', and then at the regular Parent Teacher Conferences. However, our staff are happy to meet with parents or guardians at any other time of year should there be a specific concern.

Teachers are available for after-school appointments throughout the year. Please phone the school offices and request an appointment with a particular teacher. The school secretaries will arrange the appointment with the teacher and confirm the date and time by telephone. Alternatively the homework diary/communication book can be used for this purpose if it is easier.

Please remember that teachers have regular after-school meetings and also take extra-curricular activities. Lunchtimes and early mornings are not suitable times for meetings.

Appointments can be made via the Primary and Secondary Offices. Please do not contact teachers or other staff directly by telephone using their personal contact numbers.

## ***Assemblies***

---

Weekly Assemblies are held throughout the school (Early Years, KS1/KS2 and Secondary). During each school year, every class takes their turn to lead an Assembly on various topics, from issues regarding school life, cultural awareness, classroom topics, careers, etc.

Special Assemblies are held to launch or conclude themes such as Health Week and World Maths Day.

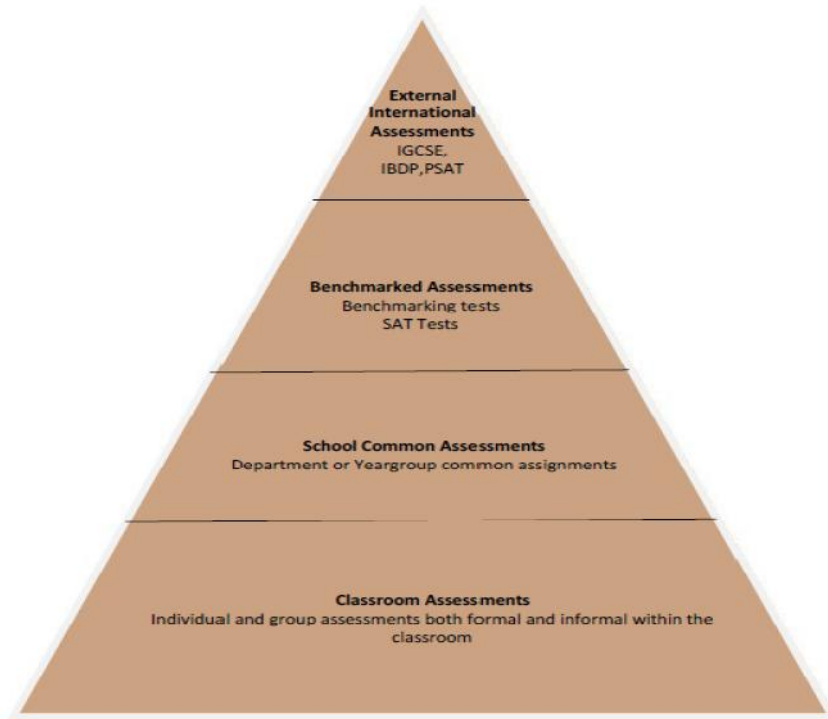
Assemblies are also used to recognise achievement-both academic and non-academic.



## Assessment and Reports

---

### STUDENT ASSESSMENT PLAN



KISU has developed an assessment plan to measure student attainment and achievement. The school's assessment system includes both assessment *of* learning and assessment *for* learning.

Assessment *of* learning documents individual or group attainment or mastery of standards, measures achievement status at a point in time for the purposes of reporting, and provides accountability. Assessment *for* learning promotes increases in attainment, supporting ongoing student growth and promoting improvement in student performance by guiding both students and teachers in ways in which further progress can be achieved.

KISU's assessment plan features a tiered assessment system that is comprised of various levels of assessment:

- 1 International assessments (i.e. IB Diploma, IGCSE, PSAT etc),
- 2 Benchmark assessments (Internally moderated SAT tests, benchmarking tests etc),
- 3 School common assessments (internal standardized tests and assignments common to a specific yeargroup for example),
- 4 Classroom assessments. Additional diagnostic assessments are given to individual students as necessary.

Assessments are given at various times during the school year. International assessments are administered according to an established schedule produced by the examining body during the school year. Benchmarking is undertaken at appropriate points throughout the year and in the case of SAT tests, towards the end of the academic year. School common assessments are given at appropriate times such as at the end of specific units of study. Classroom assessments are regular and continuous in their nature.

Diagnostic assessments are administered as needed based upon individual student need, identified by the child's teacher and where necessary reported to the school's Learning Support department.

All assessments are aligned with the standards of the particular curriculum level offered (ie National Curriculum levels for students up to and including Y9, IGCSE grades in years 10 and 11 and IB Diploma grades in DP1 and DP2).

Setting clear and appropriate targets is a critical component of KISU's assessment plan and students throughout the school are guided to be able to develop SMART targets for themselves with guidance of their teachers. Key benchmarks are established at each grade level and both summative and formative assessments aligned to the content standards.

Verification of student achievement occurs through the use of common assessments which provide information on how students are progressing towards mastery of the standards.

The data from internal and international assessments are utilized to guide and improve student attainment. Data analysis is a critical component of KISU's assessment system. The analysis of data drives instructional decision making for curriculum, programs, and individual students. The data serves as a vehicle to make changes to curriculum delivery and to provide additional support/intervention and enrichment for students.

The school utilizes a number of practices to communicate assessment information to students and parents. International test results are provided to parents and students that take the assessments and key facts are reported in KISU's newsletters and on the school's web site. Common assessments, both formative and summative, are shared with students and parents during parent/teacher conferences, with common summative assessments being reflected on the individual student report card.

**Teaching – Learning – Assessment as a Continuous Four-Step Cycle**

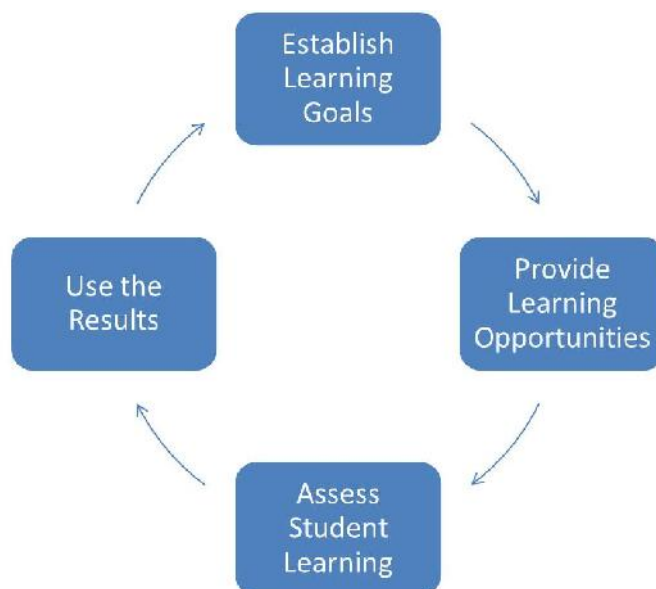


Diagram from: *Assessing Student Learning* by Linda Suskie, Jossey-Bass 2009.

KISU endorses an ethos in which assessment is understood to be a diverse process using a variety of strategies relative to student's learning that determines student attainment and celebrates achievement. Moreover, the information gathered through assessment guides future planning for the individual student and class as well as curriculum developments/changes for the whole school.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Teachers strive to make assessment purposeful, allowing them to plan accurately, match the correct level of work to the needs of the pupils and assess their development, understanding and knowledge gained in the activities, thus ensuring progress. It is the responsibility of the teacher to assess all pupils in their class.

### **Why we assess**

The purposes of assessment, marking, recording and reporting at KISU are to:

- Provide effective feedback to students to improve their learning
- Demonstrate progress in learning
- Inform future learning and ensure progression in learning
- Enable teachers to monitor the progress of students and judge the effectiveness of their teaching
- Celebrate achievement
- Identify and support students who are underachieving
- Contribute to the school's self evaluation process
- Provide information for students, parents and guardians, teachers and administration

### **How we assess in Early Years**

'*Summative Assessment*' (Assessment of Learning) used by teachers includes the following: self assessment, performance tasks, projects, on-line journals, observations, selected pieces of work, anecdotal notes and some testing.

'*Formative Assessment*' (Assessment for Learning) used by teachers includes the following: observations, quizzes, selected pieces of work, self-assessment, drama, anecdotal notes and results from homework and class work.

### **Assessment, Recording and Reporting**

Children's progress is assessed and recorded regularly. Frequent observations of children are carried out in order to inform parents of their children's progress. School devised baseline assessments are carried out during the first 2 weeks of a child's entry into Early Years. Children entering the school throughout the year will also be given a baseline assessment 2 weeks after joining.

During the Early Years stages the Foundation Stage profile is completed as a record of individual children's progress each year and is reported to the next teacher and parents at the end of the year.



Two parents' conferences are held during the year for KG2, KG3 and Reception. A full achievement and development report is sent out in June, at the end of Term 3.

Tapestry is an online assessment program. It is regularly updated by teachers and allows three-way reflection between child and teacher, teacher and parents and parents and child. It is a dynamic, engaging and effective way to keep parents up to date with the progress of their child. Tapestry includes photographs, learning objectives and comments made by teachers, children and parents.

Early Years students are assessed upon seven areas of development (Early Years Foundation Stage). Their achievement in these areas is matched to four levels: not yet at age level expectation, approaching age level expectations, at age level expectations and above age level expectations.

In EYs a full achievement report is sent out in June, other reporting is done through the Tapestry Assessment Program, parent conferences and incidental meetings with parents through the course of the school day.

## **How we assess in KS1 and KS2**

KISU teachers, through the guidance of administration, use a variety of summative and formative assessment strategies to determine student development.

'*Summative Assessment*' (Assessment of Learning) used by teachers includes the following: self and peer assessment, rubrics, performance tasks, projects, portfolios, and tests. At the end of each school year students in Years 2-6 take Standard Achievement Tests (SATS) published by England's Quality Curriculum Authority. All summative assessments are criterion-based with relation to learning objectives.

'*Formative Assessment*' (Assessment for Learning) used by teachers includes the following: observations, quizzes, journal entries, peer and self-assessment, drama, and results from homework and class work. Data gathered from formative assessment is then used to direct future planning for individuals, groups and the class in general.

Formal and informal assessment techniques are used for both Formative and Summative Assessments. KISU strongly believes in the promotion of Multiple Intelligences and encourages their use in any assessment work given to students in Primary.

The students undertake standardized assessments four times a year (August, October/November, February/March and May). These assessments (English and Mathematics) inform teachers of student knowledge, understanding of concepts, levels in reading, spelling and written work and for KS1 their level in phonics. These results are used to inform teacher judgments and are used in conjunction with other school assessments.

All students from Years 1-6 have a 'Portfolio of Learning' that includes a combination of selected work and work of their choice, along with reflections on these pieces. The work is selected from each term and demonstrates the student's development, struggles and successes. It is taken home at the end of the year.

In addition, one meeting per year is scheduled for 'Student Led Conferences', where students present their portfolios, demonstrate their learning in chosen areas and decide on future goals. It is a time for students to lead their parents through their learning journey, sharing some of their work and demonstrating knowledge, understanding of concepts and new skills.



Students set their learning goals for themselves a number of times a year with teacher guidance.

KISU's Learning Support Department uses diagnostic approaches (i.e. testing and self-assessment) when determining the needs of students who have been identified for needing support.

### **How Often**

Formative assessments for major subjects happen in nearly every lesson and will be evident in the teacher's planning, marking and target-setting for students. Concluding summative assessments take place at the end of topics or strands of work.

The students undertake standardized assessments four times a year (August, October/November, February/March and May).

### **Final Levels**

Final results in subjects follow a 'best-fit' approach where the mode result for work that is equally weighed in importance will determine the level. In reports all subjects are assessed according to whether children have met year level expectations. Special consideration will be given for work that is completed later in the term/unit if a student is on the border between levels. For Reading, Writing and Numeracy teachers use 'Assessing Pupil's Progress (APP) Guidelines' available through the QCA website and determine levels using class work, standardized assessments, selected pieces of writing and end of topic/strand assessments. Final results for other subjects will be based directly upon the learning objectives stated in planning. Students will receive a full achievement report at the end of the third term with two interim reports during the school year.

At the end of the academic year, Key Stage coordinators along with the Head of Primary will be responsible for evaluating the effectiveness of the School's curriculum through an analysis of results. This evaluation will then be fed into future planning and changes to the curriculum for the next school year.

### **Assessment and Reports**

For each Year group there is a range of achievement levels that students are expected to attain. Some students may attain below this expected range because they may have special educational needs, specific learning difficulties in one or more of the subjects, English is not their first language or another particular reason. These students are given additional support. Some students may attain above the expected range for their age and these children may also require additional support to extend them.

#### **The expected ranges for each year group are as follows:**

Year 1	Level 1A
Year 2	Level 2B
Year 3	Level 2A/3C
Year 4	Level 3B
Year 5	Level 3A/4C
Year 6	Level 4B

***The above levels reflect the age appropriate development of students in the English National Curriculum. For further information refer to the English National Curriculum Website.***

In KS1 and KS2, three reports are sent out. Two interim reports (November and March) and a full achievement report in June.

At the end of the academic year, Key Stage coordinators along with the Head of Primary will be responsible for evaluating the effectiveness of the School's curriculum through an analysis of results. This evaluation will then be fed into future planning and changes to the curriculum for the next school year.

## ***Awards***

---

There is an annual Awards event at the end of the school year where academic and non-academic achievement is celebrated.

## ***Bullying***

---

### **What is bullying?**

**At KISU we all agree that bullying is wrong.**

**Bullying is when someone keeps doing or saying things to have power over another person.**

Some of the ways they bully other people are by: calling them names, saying or writing nasty things about them, leaving them out of activities, not talking to them, threatening them, making them feel uncomfortable or scared, taking or damaging their things, hitting or kicking them, or making them do things they don't want to do.

Have any of these things happened to you? Have you done any of these things to someone else? Bullying is unacceptable behaviour which makes the person being bullied feel afraid or uncomfortable.

### **Why do some people bully?**

**There are a lot of reasons why some people bully.**

They may see it as a way of being popular, or making themselves look tough and in charge.

Some people bully to get attention or things, or to make other people afraid of them. Others might be jealous of the person they are bullying. They may be being bullied themselves.

Some bullies may not even understand how wrong their behaviour is and how it makes the person being bullied feel.

### **Why are some young people bullied?**

Some young people are bullied for no particular reason, but sometimes it's because they are different in some way - perhaps it's the way they talk, their size or their name.



Sometimes young people are bullied because they look like they can't stand up for themselves.

### **Why is bullying harmful?**

Some people think bullying is just part of growing up and a way for young people to learn to stick up for themselves. But bullying can make young people feel lonely, unhappy and frightened. It makes them feel unsafe and think there must be something wrong with them. They lose confidence and may not want to go to school any more. It may make them sick.

### **What can you do if you are being bullied?**

Coping with bullying can be difficult, but remember, you are not the problem—the bully is. You have a right to feel safe and secure.

And if you're different in some way, be proud of it! Stand strong. Spend time with your friends - bullies hardly ever pick on people if they're with others in a group.

You've probably already tried ignoring the bully, telling them to stop and walking away whenever the bullying starts.

If someone is bullying you, you should always tell an adult you can trust. This isn't telling tales. You have a right to be safe and adults can do things to get the bullying stopped.

Even if you think you've solved the problem on your own, tell an adult anyway, in case it happens again.

An adult you can trust might be a teacher, School Director, parent, someone from your family, or a friend's parent. If you find it difficult to talk about being bullied, you might find it easier to write down what's been happening to you and give it to an adult you trust.

### **What can you do if you see someone else being bullied?**

If you see someone else being bullied you should always try to stop it. If you do nothing, you're saying that bullying is okay with you. The best way to help is to let the bully know that their behaviour is wrong and immediately inform an adult.

It's always best to treat others the way you would like to be treated.

### **Are you a bully?**

Have you ever bullied someone else? Think about why you did it and how you were feeling at the time. If you are sometimes a bully, try to find other ways to make yourself feel good. Remember, it's best to treat others the way you would like to be treated.

## ***Bus Service Policy and Procedure***

---

KISU operates a bus service which is operated by JOAK Transport Services. This is a door-to-door service. Each child is individually insured with AIG.



## **Payments**

Payments for bus services are to be made direct to the Bursar's Office. One and two-way services are available – cost on application.

## **Behaviour**

All students are expected to behave in a safe, courteous and respectful manner at all times, and especially when travelling on the school bus. Any inappropriate behaviour, which could put another child or the driver at risk, will be reported to the Administration by the Bus Assistant on duty. If there is more than one incident reported within one term, then the parents will be informed in writing. The School/Transport Company reserves the right to decline to take a student on the bus if their behaviour continues to be inappropriate.

## **Times**

Pick up times depend on the route and parents/guardians will be advised in advance of the pick-up and drop-off times that have been set. The last bus caters for those attending after-school clubs.

## **Contact:**

Parents and guardians are asked to contact Annette of JOAK Transport Services on 0772436921 with regard to bus services.

## **Changes in Regular Scheduled Pick-up/Drop-off Times:**

Parents must inform the bus company 48 hours in advance if they need to change the pick-up or drop-off time. Bus issues/complaints should be first forwarded to Annette of JOAK. If their problem is not solved, parents should see Head of Administration.

## ***Change of Address***

---

It is essential that the School Office has a current address and telephone number for each student. If your details change, please ensure you inform the school without delay.

## ***Child Protection***

---

### Rationale

Kampala International School Uganda (KISU) creates opportunities for students of any country to study. We believe good child protection requires everyone to take responsibility. We recognise that the care and welfare of children is paramount and that all children have the right to equal protection from all types of harm or abuse.

As a school we have a fundamental duty of care towards all of the children we engage with, including a duty to protect them from abuse. We achieve this through adherence to the United Nations Convention on the Rights of the Child (UNCRC) 1989.





A child is defined at KISU as being anyone who has not reached their 18th birthday (UNCRC 1989) irrespective of the age of majority in the country where a child is or their home country.

This policy is mandatory for all KISU staff. This includes anyone who works for KISU, either in a paid or unpaid, full or part time capacity. This includes directly employed staff, board, contractors, agency staff, consultants, volunteers, interns and anyone working on behalf of the school.

**KISU is committed to:**

- Valuing, respecting and listening to children
- Ensuring necessary checks are made when recruiting staff
- Adopting child protection systems and procedures for staff
- Providing a common understanding of child protection issues and ensuring these issues inform staff planning and practice
- Sharing information about child protection and good practice with staff, children and parents/carers
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Providing effective management for staff through supervision, support and training.

We will provide adequate and appropriate resources to implement this policy and will ensure it is communicated and understood.

## ***Communication with Parents***

---

Each week, parents will be emailed a school newsletter (also available on the website) including important information and interesting events from the past week. Please take the time to read this newsletter as it will undoubtedly answer many questions you may have about past and future events, meetings, etc. Teachers from KS1 to KS 2 send a letter to parents termly that contains relevant curriculum and classroom information; Early Years parents receive a letter [once a fortnight](#).

For more personal issues regarding your child, there is a communication book or homework diary in which you can write any concerns or questions you may have. For KG, teachers will contact you directly. Parents can also communicate with teachers through school emails. As with all schools, parents have the opportunity to schedule meetings to speak with teachers through the school office (see the general section for more details).

## ***Community Involvement***

---



KISU has a tradition of incorporating active community service into the curriculum. The PTA gives 20% of all their profits to local community projects. The students are encouraged to support designated projects.

## ***Community Service Policy***

---

KISU has long had a history of serving the community both within the school walls and in the community at large.

Community service is an important part of the educational experience students receive at KISU. A directed and organized community service programme allows Primary students to empathize with others and develops proactive problem-solving skills for issues that face the larger society in which we live. We promote and mandate community development through the following guidelines:

Students in Early Years and Key Stage 1 host a fund-raising activity (e.g. 'Slip and Slide') to support a local charity. There can be other events organised through the years.

Students in Years 1-6:

- A local organisation is visited by students to develop a deeper understanding of the issues facing the organisation. There may be more than two visits during this process and we actively promote bringing students to KISU.
- Students determine how best they can help
- Students raise money (e.g. bake sale, selling recycled holiday cards, etc.)
- Money is used to buy things for the local organisation
- Items are then given, built, planted, etc. at the local organisation

Key Stage 2 students have opportunities after school to participate in a club that loosely follows the structure above.

## ***Complaints Procedure***

---

Parents with concerns and/or a specific complaint should follow the guidelines below.

### **Curriculum issues:**

1. Meet with class or subject teacher
2. If issue is not resolved, then meet with appropriate Key Stage Coordinator or Head of Department
3. If issue still not resolved, then meet with Head of Primary

### **Non-curriculum issues (e.g. discipline, extra-curricular activities, food):**

1. Meet with class or relevant teacher
2. If issue is not resolved, then meet with appropriate Key Stage Coordinator or Head of Department
3. If issue is not resolved, then meet with Head of Primary

### **Health and Safety issues:**

1. Meet with Head of Primary

### **Services (e.g bus service, catering and uniform shop):**



1. Meet or discuss with service provider
2. If issue is not resolved, then meet with Head of Administration

After following the above guidelines, if a satisfactory solution has not been found, a letter should be addressed to the PTA representative on the Advisory Board – details available from the School Office.

## ***Contact List- Class Parent Representative***

---

At the start of the academic school year, the Primary Office creates a contact list for each class. CPRs (Class Parent Representative) for each class give their names and contact details to the Primary Office which are included on the appropriate contact list. This list is given to the CPRs, class teachers and Primary Office /Head of Primary.

The contact list will be used to contact parents and students in case of emergencies, to announce unexpected holidays and during the outdoor education trips. The Head of Primary, the School Director or the Outdoor Education leader (whoever is appropriate for the specific situation) will contact the CPR with any news that needs to go out. In case of emergencies the CPRs will directly phone each parent. In other cases, the CPR will send text messages to each parent.

The CPR tests the contact list at the start of each term to check that numbers are up to date. CPRs work with the Primary Office to keep this list up to date as far as possible throughout the year.

## ***Curriculum***

---

### **Early Years Department:**

KISU aims to provide a fun, exciting and stimulating learning environment for children aged 2-5 years. The Department is divided into three year groups:

Kindergarten 2: 2-3 years	1 adult: 4 students*
Kindergarten 3: 3-4 years	1 adult: 6 students*
Reception: 4-5 years	1 adult: 8 students*

\*This refers to continuous attendance of students

A child can enter Kindergarten 2 on or after their 2<sup>nd</sup> birthday. Otherwise, a child must turn the minimum age before the 1<sup>st</sup> September to qualify for their year group.

There are Specialist Teachers for P.E. and Swimming, Music and Library sessions.

The Early Years Department follow the Early Years Foundation Stage (EYFS) which is part of the National Curriculum for England and Wales. This covers development in seven areas:

**1. Personal, Social and Emotional Development:**

Opportunities are provided for the child to develop a strong self-image and self-esteem. It encourages social skills, self-awareness and co-operation. This area underpins all other areas of the curriculum and it is part of the daily routine. The child is encouraged to become independent and conscientious through classroom responsibilities.

**2. Physical Development**

Opportunities are provided for the child to develop and practice their fine and gross motor skills. The child is encouraged to develop an understanding of how to use their body and be safe.

**3. Communication and Language:**

Opportunities are provided for every child to talk and communicate. They explore, enjoy, learn about, and use words and text.

**4. Literacy**

Opportunities are provided to immerse the children in a love for literature. Books, songs, read alouds, drama are all important in developing this love of reading and the written word.

**5. Mathematics:**

Opportunities are provided for the child to use and investigate number, measurement, pattern, shape and space through play and practical 'hands-on' activities which develop mathematical concepts and vocabulary.

**6. Understanding of the World:**

Opportunities are provided for the child to interact and learn about the world around them through solving problems, experimenting and making decisions through an inquiry approach. The child is engaged in practical activities and experiments. Information Technology (ICT) is an integral part of this area

**7. Art and Design:**

Opportunities are provided for children to express themselves through different media including art, design technology, music, drama, movement and dance. There is one production for Reception and one for Kindergarten per year as well as weekly assemblies.

## **Key Stages 1 & 2:**

Key Stages 1 & 2 encompass children aged 5 to 11 with year groups from Year 1 to 6.

The Primary English National Curriculum at KISU has been given a greater global perspective, which imparts a sense of meaning and relevance to the children and celebrates the cultural and international diversity of our school community and an appreciation of our host country Uganda.

Children are taught in small class sizes of approximately 15-20, with 25 as the maximum. Throughout KS1 and KS 2, a number of specialist subjects are taught by highly skilled and enthusiastic single subject teachers.

Year 1 – Music, Library and P.E. (including swimming)

Year 2- French, Library, Music and P.E. (including swimming)

Years 3–6 – Art, ICT, French, Library, Music and P.E. (including swimming)

We place a strong emphasis on developing children's skills and understanding in the subjects of Literacy, Numeracy and ICT. Science, History, Geography, Design Technology, Art are taught through stimulating and enjoyable themed topics. Music and drama play a large part in school life with at least one major production across year groups, together with school assemblies.

Children learn best when they are having fun and feel that what is being taught is relevant and meaningful. The children often take part in field trips where they investigate and explore the local environment and community linked with the topics they are studying.

## ***Discipline Policy***

---

At KISU, we expect high standards of behaviour from all our students. All students are expected to adhere to the Discipline Policy at all times: in school, when using the school's bus services, during school visits, outdoor education trips, and when participating in inter-school competitive events (e.g. sports match):

### **KISU Students:**

- Show integrity, honesty and a sense of fairness and justice
- Show sensitivity to the needs and feelings of others
- Show respect for the views, values and traditions of other individuals and cultures and seek to consider a range of points of view
- Attempt all aspects of the school curriculum in the spirit of exploring new ideas, roles and strategies.
- Strive to work cooperatively with all
- Show respect for individual and communal property, buildings and grounds of the school
- Maintain their homework diary
- Complete set homework to the required standard
- Have the required equipment for all lessons
- Be on time for all scheduled classes
- Remain inside the school grounds during the entire school day
- Observe additional student guidelines, including curfew, during outdoor education trips
- Do not bring items of value to school (e.g large sums of money, expensive phones)
- Wear the correct school uniform
- Do not chew gum
- Do not bring the following items to school - any such items found in school will be confiscated for a period of one week: Electronic games, Music players, Mobile phones

The Disciplinary Procedure is clearly stated in enrolment documentation and parents/students are required to acknowledge their acceptance of these procedures as part of the school's Terms and Conditions of Admission.

### **The Disciplinary Procedure:**

The following procedure will be followed in all disciplinary cases except where the student is found to be in possession of drugs or using drugs in the school premises, on outdoor educational trips or any such school related activities and outdoor programmes. In such circumstances, please see note on Drug and other Non Tolerance offences policy below. The school will follow the laid down disciplinary procedures A, B and C and the Director /School Administrator will be the final arbiter, except cases of expulsion, or when there is an official appeal against a disciplinary action, in which case the matter will be referred to the Chairman and/or Advisory Board, and their decision will be final.

School Detentions take place for one hour after school; supervised work is given and the student will miss their Club on that day. School Detentions take place on a fixed day of the week, to suit the school and not



the student. At least one day's notice will be given, so that parents can make any necessary amendments to transport arrangements for the day of the Detention.

It is not possible to list all possible eventualities and therefore the lists given below should be considered to be examples only

**Students who break school rules will be disciplined according to process set out in procedure (A) below.**

**(A) Formal written warnings and subsequent suspension will be given for:**

- Poor timekeeping – late for school, late for class
- Disrupting class
- Repeatedly failing to complete tasks/homework one time
- Verbal abuse directed towards another student or member of staff
- Breaking curfew (out of dormitory after lights out) when on outdoor education trips
- Inappropriate acts of teenage affection
- Bullying, which is described as a systematic continued verbal or physical abuse or harassment is moved to category B
- Harassment (verbal or physical),
- Serious and continuous lesson disruption
- Inappropriate physical contact and/or sexual language (including text messaging and emails )
- Not following the school's uniform policy wherein re-offenders will receive a letter, addressed to parents, stating that unless the correct uniform is worn, the student will be excluded from lessons until such time as proper uniform is worn in school
- Any other offence committed while wearing the school uniform with the KISU Logo within or outside the school premises.

**Disciplinary Procedures:**

**First Step:**

- A verbal warning – which may be accompanied by a School Detention (one)

**Second Step:**

- Formal, written warning and parents notified – which may be accompanied by School Detentions (usually more than one).
- There will be up to 2 formal written warnings issued before a suspension, except in the circumstances detailed below (see Suspensions). This will be accompanied by multiple detentions

**Third Step:**

- Parents called in for meeting to discuss ongoing disciplinary issue – this may also result in multiple School Detentions. The student will be placed on 'Behaviour Contract' for a specific period (students on 'Behaviour Contract' will be required to complete a daily report, to be signed by each lesson teacher, parent and their form tutor each day)

**Fourth Step:**

- First (1st) Suspension (exclusion from school for periods of 1 day to 1 week)

**Fifth Step:**

Second (2nd) Suspension (exclusion from school for periods of 1 day to 2 weeks)

**Sixth & Final Step:**

- Expulsion

---

**Students will be disciplined according to the process set out in Procedure B if they are found to:**

- Skip classes
- Enter the sleeping quarters of students of the opposite gender after curfew (outdoor education trips or any other school activities)
- Cause physical harm or offence
- Be responsible for theft or vandalism
- Be in possession/ consumption and/or abuse of alcohol or smoking related offences

**(B) Skipping classes, entering the sleeping quarters of students of the opposite gender after curfew, physical violence / assault, grievous bodily harm, theft, bullying, vandalism, alcohol possession/consumption and/or abuse, smoking:**

In the event that a student is found to be skipping classes, entering the sleeping quarters of students of the opposite gender after curfew, be inflicting grievous bodily harm or physically assaulting a student or member of staff, to have stolen school or personal property, caused vandalism to school or personal property, in possession of alcohol or having consumed alcohol or found smoking, the following disciplinary procedures will be followed.

**First Step:**

- First (1<sup>st</sup>) Suspension (exclusion from school for periods of 1 day to 1 week)
- Call for a first ( 1<sup>st</sup> ) meeting with Parents

**Second Step:**

- Second (2<sup>nd</sup>) Suspension (exclusion from school for periods of 1 day to 2 weeks)
- Call for a second and final meeting with Parents

**Third & Final Step:**

- Expulsion

---

**Students who are found to be in possession of drugs / using drugs or indulging in any other non-tolerance offence, will be disciplined according to process set out in procedure (C) below.**

**(C) Drugs and other Non Tolerance Offences Policy:**

In the event that a student is found either in the possession of drugs or using drugs in the school premises, on outdoor educational trips or any such school related activities and outdoor programmes, the following disciplinary process will be followed.

**Drugs and other Non Tolerance Offences will result from:**

- Possession of drugs , and/or use of drugs in school premises
- Possession of drugs and /or use of drugs on outdoor education trips
- Possession of drugs and /or use of drugs on any school related activities and outdoor programmes.
- Possession of drugs and or use of drugs while wearing the school uniform with the KISU logo within or outside the school premises
- Use of weapons or in possession of weapons in school premises
- Sexual harassment/contact



### **First Step**

- First (1<sup>st</sup>) Suspension (exclusion from school for periods of 1 day to 2 weeks)
- Call for meeting with Parents

### **Second & Final Step:**

- Expulsion

---

***Multiple detentions and suspensions will be recorded in students' files and on school reports.***

---

### **Important Note:**

The professional duties of all staff require the universal expectations of all staff to be the same as those outlined above and that they should endeavour whenever possible to reinforce those expectations with positive and encouraging responses to such exemplary behaviours.

### **Discipline on Field Trips/Outdoor Education Trips**

Students must be briefed in advance with clear guidelines for behaviour. It cannot be assumed that students of any age will behave as you would wish in an out-of-school situation unless they are given clear instructions. Students are expected to behave well, to bring credit to the school, and to allow others to enjoy themselves. Students who fail to do so—especially those who do not observe safety rules—may be excluded from subsequent trips. Specifically, students should:

- Be courteous and considerate to all
- Sit quietly in the bus, plane, train etc
- Stay with the group and do not wander alone
- Follow the instructions given by the teacher in charge
- Listen politely to presentations and ask question sensibly
- Students should not bring food, drink, money or belongings except as allowed by the teacher in charge.

Behaviour problems should be handled by the teacher in charge and followed up at school afterwards. Teachers are responsible for students' safety and are required to act in *loco parentis*, i.e., as a sensible parent would do. On no account should a group of students be left unsupervised.

### **Further consequences:**

If a student has a poor discipline record then they may not be eligible for participation in field trips or to receive any academic or sporting award. A poor discipline record may also disqualify a student from school sporting teams.

## ***Early Years: Kindergarten and Reception***

---

### **The School Day:**

The bell rings at 7:55; however, the school provides supervision in the Early Years playground starting at 7:30am. Children should proceed to the Key stage 1 playground if they arrive before 7:30am and after 7 am. Registration takes place promptly at 8:00am. If it is raining, Early Years children should go straight to their





classrooms upon arrival (after 7:30am). If for any reason children arrive after 8.15am, please proceed to the Primary Office (KS2 block) to collect a late slip.

Break is from 10:50am until 11:10am for Reception and 10:00 until 10:30am for Kindergarten. Children are encouraged to bring a healthy snack and drink. A water bottle and hat, clearly named, should be brought and kept outside the classroom for use throughout the day.

Lunch is from 12:00pm until 12:30 for Kindergarten and from 12:30 until 1.10pm for Reception.

Kindergarten lessons finish at 12:30 and children not participating in clubs can be collected from the playground after 12:30. For Reception, classes finish at 2:15pm and children not participating in after-school clubs can be collected from their classroom. Please do not arrive before these times as it can be distracting for children during their end of day activities. If you have made arrangement for your child to go home with a friend, please inform the teacher. If you arrive after 2.30pm, you may collect your child from the supervision area (Key Stage 1 playground). If it is raining, children can be collected from the wet playroom in the Key Stage 1 area.

### **Uniform:**

It is important that children in Early Years do not wear open-toed shoes (e.g. sandals) as their feet can become injured due to the games and play in which they participate. A sun hat for outside play should be kept in school so that it is available every day.

On swimming days children should bring swimwear, swim hat, flip flops or slippers, towel, goggles (if required) and a warm sweater if the weather dictates. It is recommended that you apply sunscreen at home.

## ***Emergency Procedures***

---

Regular fire and emergency drills are held for both staff and students.

### **Fire Drill**

Should a fire situation be detected, the alarm system will sound alerting staff and students.

On hearing the alarm the whole school will commence evacuation process immediately. Routes to the assembly area (big field) will be followed as indicated on the site plan displayed in each classroom. Safety and speed of evacuation will be considered of the utmost importance and all efforts will be made to ensure that students are kept at a safe distance from any danger.

Each block has a supervisor. Their primary duty, on hearing the fire alarm, is to ensure the evacuation of all students and staff from their blocks. If the a main route is not safe, the block supervisors will guide the staff and students via an alternate route to the assembly area according to the circumstances at the time. This process will take place under the overall supervision of the Site Manager.

At the Assembly area the students will be lined up as per their class and a register taken of all members of the school community.

### **Emergency Drill**

Should the school become aware of a security situation which may put the school and/or its students at risk, then an Emergency Drill is put into action.



Specific instructions will be conveyed through the emergency alarm system related to perceived specific threats.

## ***Extra Curricular Activities and Clubs***

---

A key ingredient to the life at KISU is the extensive extra-curricular programme offered after school and on Saturday mornings each term. Students are encouraged to participate in this extensive and varied programme to further develop their individual talents and to widen their horizons.

KISU offers a wide range of after school activities such as football, cricket, tennis, drama, beading, baking, music, art and hip-hop. These activities take place after school from:

- 12:40-1:25 for KG
- 2:15-3:15 for Reception and KS1
- 3:15-4:15 for KS 2 and upwards

Most activities are free of charge, though there are some exceptions where external coaches are brought in, or specific materials are used. The activities change every 10 weeks, so the students may try a wide variety or stick to the same clubs throughout the year.

A list of the clubs goes out by email at the beginning of Term 1 and the end of each 10 week block. All clubs are optional but please encourage your children to join at least one activity each term. Clubs are arranged on a 'first come first served' basis.

If students sign up for and are accepted in a club but decide later not to attend, they must inform the club leader and the Sports Director so he/she can take their name off the register. Students who do not regularly attend clubs will be removed from the register.

## ***Homework Policy***

---

**Homework expectations are set out below:**

Homework is regarded as an important aspect of the education we offer to students at KISU. It should not be regarded as separate from the other work undertaken, but rather as part of an integrated and coherent programme of learning.

Students should be able to do homework on their own and within the time set. The younger children will, however, need a little more supervision and assistance. Only very occasionally will the older students require help from parents. This might happen when help is needed with:

- Reading instructions
- Researching
- Organisation
- Memorising a part/piece of writing



The purpose of homework is to:

- Reinforce work done in class
- Revise skills and concepts already mastered
- Provide an opportunity for students to reflect on what they have learnt
- Provide an opportunity to practice skills
- Be regarded as a valuable and important part of learning

Homework will be matched to the ability of the individual student. It is a diagnostic tool, providing teachers with important information regarding what the student has understood and what they can do. It also provides the student with evidence of what they can achieve.

### **Reception**

Homework is sent home once a week and reflects the current learning of the class. It should take approximately 10 minutes.

### **Key Stage 1:**

Homework is usually set once for the week. Sometimes other projects may be given midweek and work may be sent home for completion.

The week's tasks are planned to take the following amount of time:

- Years 1 and 2: 15 minutes of reading per day (with an adult) + approximately 10 minutes work

### **Key Stage 2:**

Homework should be completed within the following time each evening:

- Years 3 and 4: 20 minutes work, 20 minutes reading
- Years 5 and 6: 30 minutes work, 20 minutes reading

The students will record homework tasks in their homework/communication book or be given a homework pack. If your child finds something particularly difficult, or cannot complete the work for any reason, please write a quick note in the homework diary before the hand-in date. The teacher can then address any problems or give any extra support that your child may require.

### **Home Reading:**

Children are encouraged to read every day, or as often as possible. They have the opportunity to change their reading books every day, provided that parents have signed their reading diary, which goes home daily. Each class also has at least one library visit each week to change books and learn library skills. Children may also change their library book/s more often, in consultation with the teacher. The Library is open after school for parents and children to change library books.

## ***Inter-House Teams and Sports Competitions***

---

Houses are assigned to students by the Admissions department. Inter-House T-shirts (available through the Uniform Office) for the four houses (Bwindi, Semliki, Otukey, Kibale) should be worn for all Inter-House events.



All students take part in these team events and parents are welcome to come and watch.

## ***Key Stage 1: Years 1 and 2***

---

### **The School Day:**

The bell rings at 7:55; however, the school provides supervision in the KS1 playground starting at 7am. Registration takes place promptly at 8:00am. If for any reason children arrive after 8.15am, please proceed to the Primary Office (KS2 block) to collect a late slip.

Break is from 10:50am until 11:10am. Children are encouraged to bring a healthy snack and drink. A water bottle and hat, clearly named, should be brought and kept outside the classroom for use throughout the day.

Lunch is from 12:30pm until 1:10pm

Lessons finish at 2:10pm and children not participating in after-school clubs should be collected from their classroom. Please do not arrive before this time, as it can be distracting for children during their story time at the end of the day. If you have made arrangement for your child to go home with a friend, please inform the teacher. If you arrive late, you may collect your child from the supervision area (Key Stage 1 playground). If it is raining, children can be collected from the wet playroom in the KS1 area. Supervision is provided only until 4.30pm.

Children must be collected by a designated adult. Secondary students are **not allowed** to collect their Primary siblings.

### **Uniform:**

It is important that children do not wear open-toed shoes (e.g. sandals) as their feet can become injured due to the games and play in which they participate. A sun hat for outside play and P.E. is essential and should be kept in school.

On swimming days children should bring swim wear, swim hat, flip flops or slippers, towel, goggles (if required) and a warm sweater. It is recommended that they apply sunscreen at home or bring it to school.

## ***Key Stage 2: Years 3 – 6***

---

### **The School Day:**

The bell rings at 7:55 and registration takes place promptly at 8am however. If for any reason children arrive after 8.15am, please proceed to the Primary Office (KS2 block) to collect a late slip.

Children should wait in the Key Stage 2 courtyard and surrounding play area when they arrive in school after 7.30am. Children arriving between 7am and 7.30am must wait in the KS1 playground.

Break time is from 10:50am until 11:10am. Children are encouraged to bring a healthy snack and drink. A water bottle and hat, clearly named, should be brought and kept in their cubbies/classroom for use throughout the day.

Lunchtime is 12:30pm until 1:10pm.



Lessons finish at 3:10pm and parents can collect children on the KS2 playground. If you are collecting your child after 3:30pm, they will be found in the KS1 playground (supervision area).

Clubs begin at 3:15 until 4:15. From 4:15 until 4:30, children should be collected from the supervision area (KS1 playground). Supervision is provided only until 4.30pm.

Children must be collected by a designated adult. Secondary students are **not allowed** to collect their Primary siblings.

### **Uniform:**

It is important that children do not wear open-toed shoes (e.g. sandals) as their feet can become injured due to the games and play in which they participate. A sun hat for outside play and P.E. is essential and should be kept in school.

On swimming days children should bring swim wear, swim hat, flip flops or slippers, towel, goggles (if required) and a warm sweater. It is recommended that they apply sunscreen at home or bring it to school.

## ***Late Pick-up Policy***

---

KISU students are to be collected by parents or guardians at the end of the school day or after their club in a prompt manner. Direct supervision is provided by the school until 4.30pm. After 4:30pm students are left at the parents' risk.

We realise that at times, special events at the school or outstanding situations of it (e.g vehicle accident) may mean that you are unable to collect your child before 5pm. Please can you call the Primary Office if you are late so that we know you will arrive. We try to contact parents via the school phones and so please make sure the school has your current phone number and the correct emergency contact number.

## ***Libraries***

---

The Libraries are known as the heart of the school, because they are a huge source of attraction. The 'small' library can be found in KS1, the 'big' library is in the admin block, on the way to the Sports Hall. There is always a librarian or an assistant librarian to assist with finding information from the different resources in the libraries.

- The Libraries are open Monday to Friday, during term time, from 8.00am – 4.30pm
- Students are welcome to borrow fiction and non-fiction books during their Class library-session. Kindergarten-Year 2 are allowed 1 book, Years 3–6 may borrow 2 books.
- The Reference Section has a wide range of selected resource materials. Teachers, children and parents have access to this section within the libraries
- We also have sections for books in the French, Dutch and other modern languages
- Students, teachers and parents are encouraged to borrow CD ROMs on different subjects for revision from the libraries
- The Reference Section is full of topic books, dictionaries and encyclopaedias



- We have an 'abridged' section of exciting stories and fact books from level 1 – 7. These are an easy read and suitable for students who have less time for leisure reading and those with English reading difficulties
- There is a section of Periodicals on varying subjects, including leisure and parental guidance
- A section of fiction for adults is well maintained and teachers and parents have access to these books
- The generous Library purchases every year, plus donations from teachers, parents and students constantly add to the growth of our stock
- The Library will not be accessible during the main summer holidays

The Librarians look forward to showing you around the libraries and helping you find the right book or information source.

## ***Library Return Policy***

---

- All teachers, parents and students from Kindergarten to Year 12 **MUST** have returned all library information materials two weeks before the last day of the school year.
- At the end of each school year all library users shall pay for all library information materials they have lost. This payment **MUST** be made one week before the last day of the school year.
- School Reports/Leaving certificates will not be issued if students have not paid for missing books.

## ***Lost Property***

---

Please label all your child's uniform items and school equipment. Do not send your child to school with valuable or breakable items. The school cannot take responsibility for the security of any personal property that students bring to school.

Every effort is made to return named items to the student, but unnamed items are put in 'Lost and Found' room. At the end of each month these items are displayed in the Reception area. Those items remaining undaimed, will be given to local charities.

## ***Lunches and Snacks***

---

All students should bring a healthy morning snack and a water bottle to school each day. The Primary School is 'nut free'. Parents are requested not to provide snacks containing nuts or nut products (e.g. peanut butter, Nutella etc).

There is a canteen service for lunches.



The menu has been designed to cater for many dietary needs. There is a meat and a vegetarian option each day.

Amendments to the menus are necessary when the required fresh ingredients are not available from the market that day. Suitable alternatives are provided in these circumstances, ensuring that we serve fresh, well-balanced meals to all our students. Meals are accompanied by fresh vegetables, rice, pasta or potatoes and bread.

School lunches are compulsory for students in Primary.

The canteen menu is posted on the school's website.

## ***New Student Procedure***

---

New students arrive at the school throughout the year – as soon as enrolment fees have been paid.

Teachers will be informed of any medical or educational needs prior to the commencement of school. Most students adapt quickly to their new environment, although there may sometimes be problems with communication, precise placement etc. In order to ensure as smooth a settling-in process as possible, class and form teachers follow these guidelines.

### **Primary Students**

Students in KS 1 and 2 will be taken to the classroom. They meet the class teacher who will introduce them to their new class and also give them some buddies who will help to orientate them to the school and all the activities that are undertaken. If the student is in Early Years, the parent will accompany their child to the classroom. If the parents or guardians have not yet toured the school, they will have an opportunity to be shown around by a member of administration or the office staff.

If possible, students will receive a copy of the class timetable and club list prior to their first day. If this is not possible, parents will receive a list on the first day of school and can collect these items from the Primary office.

At their earliest convenience, a member of the PTA and your classroom representative (CPR) will introduce themselves and welcome you to the school.

Students in years 2-6 are given an Admissions Test to determine their level of spoken and written English and reading level. This is valuable information which is passed to the class teacher and helps with the placement of students in classes.

## ***Non Discrimination***

---

Kampala International School Uganda (KISU) is committed to the principle of equal opportunity in education and employment. The School's curriculum is based on a global and multicultural perspective. Greater

diversity enhances its quality of education and enriches understanding between students, faculty and staff, and the entire school community.

The School does not discriminate against individuals on the basis of any race, colour, national and ethnic origin, gender, religion, or disability in administration of its educational policies, admission policies, athletic and other school-administered program, and in its employment policies. It is an equal opportunity employer. It is the School's policy to comply with all applicable national and local laws pertaining to nondiscrimination and equal opportunity.

The School Director and advisory board are responsible for implementing the nondiscriminatory policies.

## ***Outdoor Education Programmes***

---

KISU values education both in and outside the classroom. Teachers organise curriculum-related visits where students leave school in order to enhance their classroom work. A permission slip will be sent home for approval of the parent/guardian prior to any such trip. The following number of adults will accompany students on all such trips:

<b>Class</b>	<b>*Ratio of Student to Adults</b>
KG2	4:1
KG3	6:1
Reception	8:1
KS1	10:1
KS2	10:1

\*There will be a minimum of three adults on a trip, two of which must be staff. There will be at least one female and one male adult on Outdoor Education trips.

From Year 3 upwards, all students enjoy annual overnight trips which enable them to experience a wide range of outdoor educational activities including sailing, camping, animal tracking in one of Uganda's National Parks. These trips are a valuable part of the curriculum and highly exciting for the students.

### **Some examples of recent Primary Outdoor Education trips include:**

Year 4 visits Entebbe Sailing and Wildlife Education Centre where they spend one night camping in tents. They play many teams games and enjoy singing campfire songs around a bonfire. They undertaken activities linked with their Habitats topic. Year 6 are invited to spend a week in Zanibar, studying marine life and coastlines and comparing and contrasting localities.

### **Holiday Trips**





Every year pupils have had the opportunity to attend holiday trips ranging from Skiing in either France or Switzerland, to climbing Kilimanjaro. Pupils love the contrast with Uganda and all the exciting activities in such a stunning environment!



## **Safety First**

Uganda certainly lends itself to excellent challenging and adventurous activities! However safety is always our first and last thought in every outdoor activity that we do.

## ***Presentation of Work***

---

Here are guidelines to the standard of presentation of work:

1. Name, class and subject are to be written on the cover.
2. Keep the covers clear of graffiti.
3. Write the date at the start of each class at the top of the page.
4. If you are working from a textbook, write the page number.
5. Write a topic/title/heading for every new piece of work.
6. Write neatly at all times.
7. Drafts should be double-spaced to allow for corrections and changes.
8. Keep your books in a safe and careful manner.

## ***Rules for Use of Electronic Media***

---

At KISU, we believe computers and their capabilities offer vast, diverse, and unique resources to students. However, some material accessible via the Internet might contain data that is illegal, defamatory, inaccurate, or potentially offensive to some people.

Our intent is to make the KISU computer network and Internet access available to further the educational goals and objectives of Kampala International School Uganda.

Access is a privilege – not a right – and entails responsibility. Students are held responsible for seeking appropriate materials and avoiding other potentially offensive materials.

General school expectations for behaviour apply. Users are responsible for good behaviour on school computer networks just as they are in a classroom or in any school facility, and should be polite and respectful.

### **What can I print?**

Only schoolwork should be printed.

### ***What can I download?***

Since downloading slows down the internet for everyone, no downloading of non-school material is allowed: for example, no downloading of music, videos or games.



### ***Can I play computer games?***

Playing computer games at school is not allowed unless your teacher has given you permission to use an educational game.

### ***What can I save in my folder?***

Since storing large files slows the computer system down for everyone, you may only store schoolwork on your network folder.

### ***What are examples of things I SHOULD be doing?***

- Researching on the internet for a class assignment;
- Typing/editing a writing assignment
- Creating a brochure in Publisher for a class project
- Making a spreadsheet for Maths class
- Designing a PowerPoint presentation for a class project
- Making a poster to advertise a school community service project
- Practising typing skills

### ***What are examples of things I SHOULD NOT be doing?***

- Damaging computers or playing with computer equipment
- Violating copyright laws by cutting and pasting from Internet without citing source
- Using chat or instant messenger sites without teacher permission
- Using another student's account or revealing a classmate's personal information
- Displaying offensive images or using bad language
- Going into a teacher's account
- Viewing websites that are inappropriate

### ***How do I know if what I am doing is allowed?***

If a teacher walks by and you minimize your screen so they cannot see it, then you should not be doing it. You should not do anything that you would not want a teacher to see. **You may only use the school computers for school related assignments given by a teacher.**

### ***What happens if I break the rules?***

You will not be able to use any school computer for the rest of term (for a minimum of six weeks if it is closer to the end of term).

## ***Sick Bay***

---

### **Referrals**

In the first instance, it is the responsibility of the class teacher or other members of staff responsible for the student at that time to determine whether they are sufficiently ill to be sent to Sick Bay.

If a student is not well enough to engage in lessons, then they will be sent to Sick Bay, rather than stay in class.



### **If a student must visit the nurse:**

- The nurse will observe and treat the student
- If it is a **serious** injury or illness, parents and administration will be notified immediately and the teacher will be informed by administration that the student will not return to class
- For some **minor** injuries and illnesses, the student will receive a note that will go home to inform parents that their child received treatment on that day
- If the student returns to class, they will have a note informing teachers of their time of departure from the sick bay

In all cases when treatment is given, the nurse will record it in the school medical log located in the sick bay.

### **Contagious Diseases and Others (e.g. Head Lice)**

- Students should not come to school if they are suffering from an illness or other condition which is known to be contagious (except for the common cold). Parents should keep a student at home for at least 24 hours following any illness (e.g. vomiting) or temperature returning to normal following a fever, to ensure they are well, no longer contagious, and therefore unable to pass the disease on to others.

#### **Head Lice**

- If a student is suspected for having head lice then they will be sent to the Nurse for checking. If the student has head lice then they will be sent home until they are treated and the head lice are dead. All members of the class will be checked by the nurse and if any other students are found to have head lice they will also be sent home.
- Students with head lice should be treated with an appropriate medicated shampoo and checked again 24 hours later (with a special comb) for live head lice and/or eggs. Only when the student has been checked by the School Nurse to be free of lice, can they return to school.

## ***Supervision Procedures***

---

### **Early Years and Primary Supervision**

General Supervision is provided in the KS1 playground, starting at 7.00am. After 7:30am, Early Years supervision takes place in the Early Years block, KS1 in the KS1 playground, and KS2 in the KS2 playground.

After school, Early Years students can be collected from the Early Years block until 2:30pm.

After 2:30pm, KG students remain in their classrooms, Reception and KS1 students in supervision can be found in the KS1 playground.

From 3:10pm-3:25pm, KS2 students in supervision can be found on the KS2 playground. After this time all remaining students will be moved to the KS1 playground until 4.30pm



All students can be collected from a club by their parent or a known adult (e.g. driver or relative). **If the teacher or club leader does not recognize the adult, students will be taken to supervision and a call made to parents to verify the adult has permission to collect their child.**

Any Early Years students remaining in school at 4:00pm will be transferred to the Primary Office to await collection.

Primary students will be led to the main Reception area at 4.30pm until they are collected. **However, there is no longer anyone designated to supervise children after this time.**

## ***Support Services–Learning Support (LS)***

---

This department consists of EAL (English as an Additional Language) and SEN (Special Educational Needs) teachers.

When all students arrive they are given placement test to determine an English proficiency level, indicate any obvious signs of SEN (which includes 'gifted and talented').

KISU endeavours to place all students with minor or mild Learning Support Needs in their appropriate class according to their age. Teaching, and the curriculum, will be delivered in a way that is appropriate to the individual needs of students to maximize their potential. An IEP (Individual Education Plan) will be prepared by the Learning Support Department and teachers (plus students whenever possible) to be shared with parents. IEPs are reviewed at least once each term and one copy (updated) is kept in the student's file.

For EAL and SEN students the department offers support either in the form of 'in-class' help, working alongside the class/subject teacher, or a programme which involves withdrawing the student from some of his/her classes to offer the extra support needed. When an EAL student has reached the appropriate benchmarks in English, they are exited from the programme.

All teachers are expected to differentiate tasks to meet the needs of all students including those that need additional challenges however this does not necessarily mean compacting the curriculum. It does mean using higher order thinking skills, horizontal extension of tasks and being given the opportunity to work with likeminded people.

## ***Teaching and Learning***

---

### **Rationale**

Good teaching fosters good learning. At Kampala International School Uganda (KISU) we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. This policy has been drawn up with the school's Guiding Statements in mind and aims to equip children with the skills, knowledge and understanding necessary to be able to make informed choices.

At KISU education is considered to be an entitlement of all whatever their age, gender, ethnicity, attainment and background. The school places high value on the contribution made by every student and encourages them to take full advantage of the range of opportunities available within the school, in the immediate community and within the host nation environment.



## Principles for Good Quality Teaching and Learning

### Teachers

#### ***Set high expectations and give every learner the confidence that they can succeed***

This means:

- demonstrate a commitment to every learner's success, making them feel included, valued and secure;
- raising learners' aspirations and the effort they put into learning, engaging (where appropriate) the active support of parents or carers.

#### ***Establish prior learning and build on it***

This means:

- undertaking effective preparation and planning with reference to the school's curriculum
- setting clear and appropriate learning objectives based on prior learning, explaining them, and making every learning experience count to create a secure foundation
- taking into account children who require Learning Support (e.g. SEN, EAL) and the information and targets contained in IEPs (Individual Education Plans)

#### ***Structure and pace the learning experience to make it challenging and enjoyable***

This means:

- using a range of teaching methods that reflect the learning objectives, matching the age and aptitude of the learners and their learning preferences, and involving appropriate levels of time on task;
- making creative use of the range of learning opportunities available, within and beyond the classroom;

#### ***Make individuals active partners in their learning***

This means:

- creating opportunities to review and reflect on learning for both teachers and students
- building effective teacher-learner relationships that take learners' views and experience fully into account, as well as data on their performance;

#### ***Develop skills and attitudes associated with the IB Learner Profile***

This means:

- *developing in students the ability to think systematically, manage information, learn from others and help others learn;*
- *developing in students confidence, self-discipline and an understanding of the learning process, linking to the IB learner profile*

#### ***Create a stimulating learning environment***

This means:

- creating a welcoming, safe, secure, environment where children are challenged to be risk-takers
- learning areas should be inspiring.  
learning areas should contain a celebration of children's work

### Students (appropriate to age)

#### **Being organized**



This means:

- having all materials necessary for the day and being ready for each class
- taking responsibility for your own learning including asking for help when needed

### **Participating**

This means:

- participating as fully as possible in the learning opportunities and helping other children to do the same
- behaving appropriately
- reviewing and reflecting upon your own learning

### **Positive attitude to learning**

This means:

- being attentive and work to the best of your ability
- being resilient

### **Parents**

#### **Attendance**

This means:

- Ensure your child's regular attendance
- Ensure your child's punctuality

#### **Support**

This means:

- Get to know and take an active interest in your child's school life
- Attend meetings concerning your child's academic progress and social and emotional development
- Encourage your child's continued education outside school (e.g. homework, class projects, outdoor education, reading)

#### **Communication**

This means:

- Read and respond promptly to communications from school
- Inform the school of any matters that are likely to affect your child's performance or behaviour

## ***Uniform***

---

All students must wear the official school uniform (see table over page). Please ensure students have sufficient quantities of school uniform so that they come to school clean, neat and tidy each day (3-4 sets of each should be appropriate). The uniform is available for purchase through the Bursar's Office. Note: Payments can be made in cash only.

All uniform items must be clearly marked with the student's name.

Only stud earrings are permitted and all other jewellery must be moderate (e.g 1 or 2 bracelets) and modest in nature. No make-up should be worn in school. The school reserves the right to determine the appropriateness of all jewellery.

Undershirts worn under school shirts must be white.



Girls may wear trousers if required for cultural/medical reasons.

Any requests for alternative clothing arrangements (e.g. medical or cultural reasons) must be made in writing to the Head of Primary or Secondary.

In addition to the above school uniform items, all students require:

- **a drinking bottle** (which can be re-filled in school)
- **a snack box** for their daily morning snack
- **a school bag** to carry items to and from school
- **a book bag (waterproof)** to protect all books from spills etc.
- **a hat (Primary)**

If students have a good reason for not being in the correct uniform for school or PE, they should bring a note from their parents/guardians.

<b>All students</b>	
<b>Class Uniform</b>	<b>To be purchased from the Uniform Shop</b>
Polo Shirt: Green with KISU emblem*	Yes
Shorts, Skort or Trousers: Khaki	Yes
Shoes: Black or Brown	Yes
Sweat top: Green with KISU emblem*	Yes
<b>PE Uniform</b>	
<ul style="list-style-type: none"> <li>• <b>Primary students wear this uniform on PE lesson days</b></li> </ul>	
T-Shirt – Cream with KISU Emblem	Yes
House T-Shirt – with KISU Emblem and House Name	Yes
Shorts - Black	Yes
Sports Shoes	-
Swimming Costume (one piece for girls), not baggy or board shorts	
Note: For students wishing to compete in swimming events, costumes must be black or dark blue	-
Towel	-
Swimming Goggles and Swimming Cap	-
Sun Hat	Yes, or other





## ***Volunteer Opportunities***

---

### **PTA:**

All parents and guardians belong to the PTA.

- **Class Parent Representatives (CPRs):** All Primary classes select their own CPR to act as a liaison point between parents. The CPRs are part of the PTA's network within the school – ensuring regular two-way communication throughout the school.
- **Executive Committee:** Made up of parent and teacher representatives, and meets every month to 6 weeks to discuss charitable and school activities, current items of interest for parents and teachers, and to organize the many social events held throughout the year.
- **OGMs and AGM:** Open General Meetings (OGMs) are held every term to enable parents to discuss issues in an open forum – members of the Advisory Board and the School Director attend these meetings to answer relevant questions. The AGM is held every May, when elections are held for the Executive Committee and Advisory Board nominations.
- **Social/Charitable Events:** PTA Executive Committee members organize the refreshments offered at PTA and school functions, such as school performances and the annual Awards Night. They help to organise other regular events such as the Welcome Coffee Mornings, PTA Picnic and the Bazaar.

### **Advisory Board:**

Two members of the Advisory Board are nominated via the PTA. Additional members are co-opted onto the Advisory Board, to provide specific skills and/or knowledge, and to reflect all sections of the School.

- **PTA nominations for Advisory Board:** Nominations for parents to represent the KISU community are invited at the Annual General Meeting of the PTA. We welcome nominations from all sections of the school for these positions.

### **Other Opportunities:**

There are many other ways to volunteer at KISU, including:

- Extra-curricular clubs
- School events such as International Day, or Book Week
- Helping in the class room – taking a reading group, library
- Special roles – e.g. guest speaker, Science Fair judge, etc.

## ***Withdrawals***

---

Parents wishing to withdraw a student from Kampala International School should notify the Admissions Office, in writing, **giving at least one term's notice**; otherwise the school reserves the right to charge/withhold fees for one additional term.



In the event that a student is withdrawn from KISU having previously booked attendance on a school trip – skiing, sports tour, outdoor education or other – then any monies already paid to the school will become non-refundable, and the student will no longer be eligible to attend the trip concerned.