



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI

A NORD ANGLIA EDUCATION SCHOOL

Parent *Handbook*

Primary





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WELCOME

A very warm welcome to the British Vietnamese International School, Hanoi.

The purpose of this handbook is to provide essential information about school routines and expectations. Please take some time to read through the information so that you can be better prepared to support your child at school. If, after reading the booklet, you still have any unanswered questions, feel free to approach me or my colleagues directly and we will do all that we can to clarify things for you.

Learning is a collaborative activity with children receiving help from a variety of places. Best results are achieved when parents, child and the school work in harmony together. Your continued interest, involvement and support are essential for the on-going development of your child and will be very much welcomed and appreciated by the school. We understand that starting at a new school can be daunting for many children. Please be assured that we will do all that we can to help your child feel comfortable at school and to help them settle in quickly. The British Vietnamese International School has, since February 2015, been a part of the Nord Anglia Family of schools and you can be confident in the choice you have made. We feel very proud of the educational opportunities available to our students and we are sure your child's time with us will be happy and successful.

I look forward to meeting you in due course.

Principal

Head of Primary

BVIS MISSION STATEMENT

The British Vietnamese International School seeks to provide an outstanding education through dual language instruction in English and Vietnamese. Students become independent learners by means of enquiry, reflection and perseverance. At BVIS, we act with integrity and treat one another with care and respect, learning together as responsible global and Vietnamese citizens.

BVIS achieves its mission by:

- Nurturing proficiency in Vietnamese language in the formative years
- Ensuring the early acquisition of English
- Celebrating and protecting Vietnamese cultural customs and traditions, and providing a meaningful context for students of other nationalities during their education in Vietnam
- Making secure a sense of Vietnamese place and history
- Fostering universal values such as personal integrity, respect for others, care for community and a responsible approach to global issues
- Nurturing independent learners who are enquirers: proactive, responsive, creative, collaborative, reflective, flexible, enterprising and able to persevere
- Achieving true bilingual proficiency upon graduation



I. GENERAL INFORMATION

The school reserves the right to update the terms and conditions for parents, as and when the need requires it. Parents should therefore refer to the most-up-to-date Admission Contract Terms and Conditions ([found on the website https://bit.ly/2Vck1QJ](https://bit.ly/2Vck1QJ)) to see the responsibilities of both the parents and the school.

On enrolment, the placement of a child in a specific class is normally dependent on date of birth, but we may also take into consideration exposure and experience in English language. Primary-aged children from Year 4 upwards undergo an online cognitive test, that does not test prior knowledge, as well as a short interview to assess a child's language competency and academic potential in a dual language environment.

All children are catered for by a differentiated curriculum. Activities are matched to the child's abilities and all children are encouraged to meet challenges with confidence. This means that children within the class may be working at varying levels, according to their understanding at that time.

Class sizes are intentionally small. Teaching assistants working alongside the teacher in the classrooms help the children to receive the individual attention they require.

Early Years' and Primary School								
	Early Years'		Key Stage 1		Key Stage 2			
Year	Nursery (F2)	Reception (F3)	Y1	Y2	Y3	Y4	Y5	Y6
Age	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

1. School Structures and Timings

1.1 The school year

The school year is divided into three terms: Term 1 from August to December, Term 2 from January to April and Term 3 from May to June. On occasions, these termly divisions may vary.

If parents have to take their children out of school during term time, they must seek permission, in advance, in writing from the Head of Primary or the Principal. Holidays are generous, so permission will not automatically be given for holidays during term time.

For further details, please refer to the school calendar on the BVIS website:

www.bvishanoi.com > Parents' Essentials > Term Dates

1.2 The beginning of the school day

Students should aim to be in school by 08.15. School starts at 08.30 for Primary students. Children are expected to attend every day and to be in school for the beginning of the session.

Parents and drivers need to be aware of the traffic on the streets outside the school. They must minimise congestion by dropping children in the designated area only. No vehicle should park or wait for an extended period of time near to the school gates, nor should it block the pavements. All parents, nannies and drivers must follow and respect the instructions of any guard on duty who is acting in the interests of all the children. We do strongly recommend that young students are accompanied to school by an adult representing the family to pass the child to the responsibility of the school at the beginning of the day.

There are staff on duty in year group areas from 08.00 onwards to supervise the children. Any child who arrives before 08.00 remains the responsibility of the parents or another designated adult until they can gain entrance to the school, and they should remain in the Reception area.

1.3 End of school

The Primary school day finishes at 15:05.

At the end of the school day parents, drivers and nannies are requested to collect their child from the designated areas. **Anyone collecting a child must have the child's swipe ID card.**

If someone collecting the child has forgotten the parent card then parent, drivers and nannies will be asked by guards to sign in as a visitor, as described in the security procedures on page 14. Before leaving the premises, a note from the school office must also be collected.

Your child's safety is our main concern. We want your children to remain as safe as possible at this time. They will only be permitted to leave the premises with an authorised adult or Secondary School sibling, who has the child's swipe card.

A child will not be allowed to go home with another parent unless the school has been informed in advance and in writing. For Child Protection and Safeguarding reasons, authorisation must be sought and granted at least 4 hours **in advance.**

If you have more than one child in school, then older siblings in Year 3 and above should go to their youngest sibling's classroom at the end of the day.

2. Communication

The school believes that good communication between parents and school is essential. We need to have up-to-date details of your email and postal addresses and telephone numbers, including emergency contacts. We will check your details at the beginning of each school year but if there are changes during the year, please inform the school office. Parents should expect to comply with the school's request for contact details (and medical information on your child) in a timely fashion so that we can care for your child in the appropriate way.

Much of our information is sent to you via email so it is important that all your contact details (email, telephone number) are kept current. The following list is a sample of the ways in which the school also seeks to keep in close contact with parents.

2.1 Weekly newsletter or VLog

To keep you informed with the weekly events in school, you will be emailed a link to the newsletter or video message each week. If your email address changes, please inform the office immediately so that this important communication reaches you each week.

Contributions are regularly made by the Principal, Head of Primary, Staff and children. These newsletters provide information about class activities, learning and also about the wider school.

2.2 Class Dojo

To keep you informed of your child's learning we also use 'Class Dojo', where teachers regularly post details of what your child is currently learning and what your child may be learning the following week(s). Here, you can also find more information about other aspects of school life, such as special events or celebrations and Home Learning. You will be alerted if your child receives a Dojo reward for displaying our school values detailed in our Aide memoire. At the start of the academic year you will receive instructions on how to set up a Class Dojo account. It is important that you check Class Dojo on a regular basis, so that you are kept informed about notices and the progress of your child. We strongly encourage you to participate on this with your child.

2.3 Learning Platforms

Within the Primary School, extensive use is made of Class Dojo, a highly effective and collaborative communication tool for students and parents, informing both parties of the learning being undertaken. The use of learning platforms is a highly effective part of blended learning. Upper Primary students in Years 5 and 6 will be gradually introduced to the platforms used in Secondary to aid the transition to that section of the school.

2.4 School Magazine

These are available for parents to read in reception areas.

2.5 School Year Book

This will be sent home at the end of Term 3 and will provide a colourful souvenir of the year.

2.6 Reports and Parent - Teacher Meetings

There will be a number of Parent/Teacher Information Meetings scheduled during the year. The dates of these meetings will be given when the school calendar for the academic year is issued. Parents will receive three written reports each year:

End of Term 1 - A **settling in** report detailing effort and achievement for that term and identifying ways in which you can help your child's future learning.

End of Term 2 - A progress report for Year 1 to Year 6.

End of Term 3 - A full written report.

At the end of Term 1, the interim report will form the basis for discussions at the first Parent - Teacher Meetings for all classes. Further Parent/Teacher Meetings will be held for all year groups towards the end of Term 2.

You may, of course, request additional meetings with the teachers, Head of Primary or the Principal at any time, by prior arrangement with the school office.

2.7 Questions, concerns or complaints

The first point of contact for any parent who needs more information is your child's class teachers. If they cannot resolve the issue for you, then please follow the chain of contact from the Milepost Leader to the Assistant Head and finally the Head of Primary. They will endeavour to solve any further questions you may have.

3. Absence and Lateness

3.1 Absence procedure

On the day of an absence:

Before 08.30 please inform the office, either by phone or email, that your child(ren) will not be attending school. A suitable reason must be given to the staff, together with specific symptoms if your child(ren) are sick.

If no reason is given for your child(ren)'s absence, then they will receive an unauthorised absence mark in the register for the days that they do not attend school, until we receive notification from home. Office staff will contact you on the first day of an unauthorised absence. Subsequent to that, the school will use the same absence code until your child returns to school, unless otherwise informed by you.

Where possible, it would be helpful to indicate for how long you expect your child(ren) to be absent.

3.2 On returning from an absence

All children must only return to school if they are fully well or have been deemed fit to return to school by a doctor. An email or electronic message should be sent if notification has not already been provided.

Children who return to school following an illness should bring a medical certificate to the office. The office staff will take a photocopy of it and file it in the child's personal folder.

Any child returning from illness, but still showing clear symptoms, will be immediately sent to the nurse. If a child has been suffering from diarrhea or vomiting, then the school **requires a period of 48 hours without symptoms** before the child may return to school. This is for health and safety reasons to ensure no cross-contamination of other students.

3.3 Lateness

The register is taken before classes start at the beginning of the morning and afternoon sessions. A note is made on the register to indicate absent students and late comers. Any child arriving late to school needs to report immediately to the school office to register late. Parents will be informed in Termly Reports of the attendance record (absences, lates) for their child.

The Assistant Head or Head of Primary will become involved with those who are frequently late to school.

If you know in advance that your child is going to be late or needs to leave school early on a particular day, then a message should be sent to the school the day before.

3.4 Keeping the school informed

Whenever possible, medical and dental appointments should be made outside of school hours so as not to disrupt the children's lessons. If this is not possible, please advise the school of any appointments made. Requests for holidays in term time should **not** be made.

3.5 Contacting the School in case of out-of-hours emergency

The school has in loco parentis responsibility for students whilst they are in school or on a school-approved activity. If, for any reason, parents need to contact the school for an out of school emergency, they should contact the relevant Head of Section, through their PA.

Early Years and Primary: Ms Giang Pham | giang.pham@bvishanoi.com | Hotline: 0986 019 284

4. Dress Code

4.1 School uniform

The uniform is a means of showing our identity and pride in our school to the wider community, as well as being practical school wear. All children from Nursery upwards are expected to wear the specified school uniform every day in the appropriate manner. Please refer to the chart on page 6 of this handbook for reference.

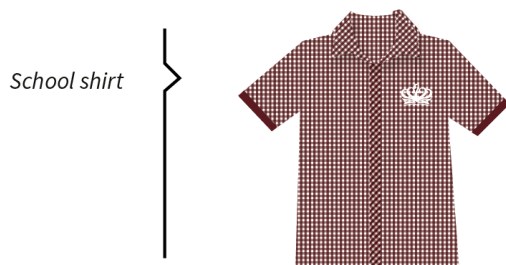
Children may wear sensible black leather shoes or closed-toe sandals and these should be without laces for the younger children. We do not allow novelty shoes with flashing lights, squeaking noises or shoes which have the roller ball facility. In addition to this, all children should wear white, black or grey ankle high socks or tights.

All children with long hair should have it tied back with a plain, soft hair band. No bandana-style head bands or hair accessories which include hard bobbles are to be worn. Boys may not wear their hair up in top knots with bands, clips or ribbons. Hard Alice bands should not be worn. Parents should endeavour to use hair accessories which are based on school colours. If in doubt, please see your child's class teacher. Boys may not wear earrings at any point during school time.

During the winter months, children should wear the BVIS sweater or fleece. No Black undershirt will be permitted. A BVIS fleece can be worn outdoors but not in the classroom.

Children should always wear school hats when they are outside to protect them from the sun. BVIS operates a "no hat - no play" policy.

GIRLS



BOYS



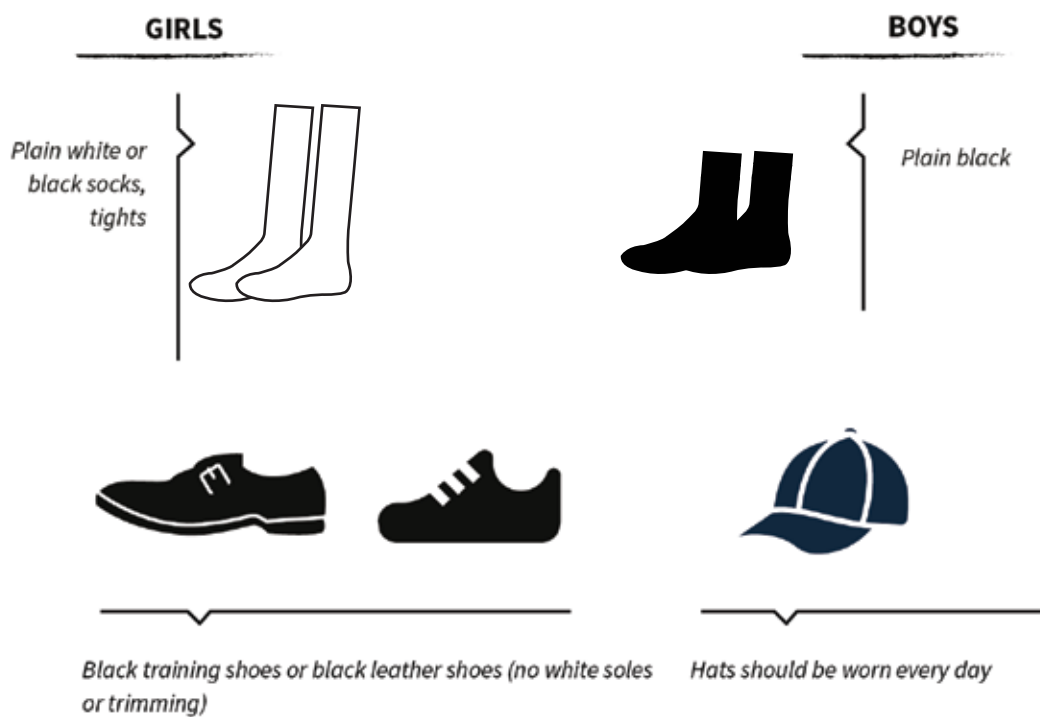
NO long sleeve, under garment is to be worn; if cold, the pullover or fleece should suffice.



Skort



Trousers, shorts



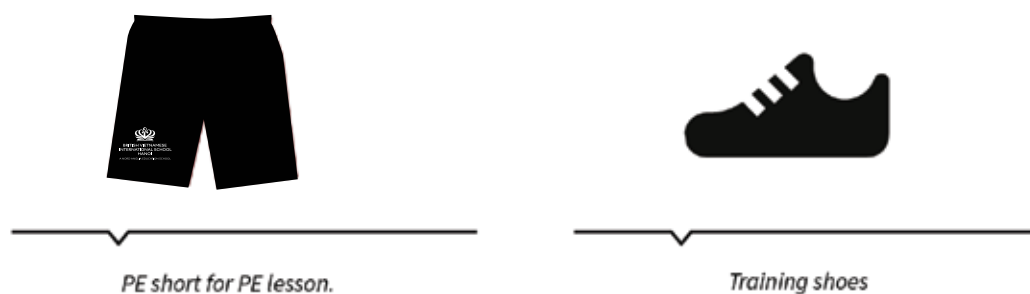
4.2 PE Kit/ Swimming

Children from Years 1 to 4 may come to school dressed in their PE kit on days when this timetabled. From Year 5, children must change into their PE kit once in school for any physical activity and it is their responsibility to ensure it is in school for these sessions. House T-shirts will be worn during PE lessons. Students will require sports shoes, not school shoes, for outdoor PE. The class teachers will inform you of the PE timetable. Children will change back into school uniform after PE.

It is the parents' responsibility to label all their child's school uniform with his/her name and class including underwear, swimwear and towels. A Lost Property box is located in the Primary Reception area. Any clothing, which is labelled, will be returned to the parent or directly to the student. Please remember to keep checking your labelling as it may wear off with washing.



All students should have their House t-shirt, which will be worn for PE and House activities during the year.



5. Food and Catering

5.1 Catering company

Food is prepared for the students by our catering company, Epicure. Further details of the company, their policies and practices can be found at: <http://www.epicure.co.th/hello-vietnam/> Strict protocols for food hygiene and preparation, menu choices and presentation are applied to ensure that students are provided with a healthy meal each day.

5.2 Snacks

All students are supplied with a healthy mid-morning snack and drink. In addition, in the afternoon, the children in Years 1 and 2 receive fruit and a drink, such as yoghurt or milk.

5.3 Lunch

BVIS provides a set lunch for all Primary students, Nursery to Year 6, as part of the fee structure. Menus are published in advance. To access the lunch menus, please go to: www.bvishanoi.com > Parents' Essentials > Lunch Menu

All Primary children eat their lunch in the Primary Dining Hall. There are staff on duty during both snack and lunchtimes. Children are expected to be independent at these times, but staff also encourage all children to try the food available and to eat their whole meal.

5.4 Birthdays

Providing arrangements have been made with the class teachers in advance, we are happy for the children to bring in and share a cake with their classmates to celebrate their birthday.

Please note that we can only share a cake; we cannot share other food or distribute party bags to other children within the school.

6. Medical Information

6.1 Medical emergencies

If an accident or sudden serious illness occurs at school, we will make every effort to contact parents. Please keep the office informed of any change in home, business or emergency phone numbers.

When a medical emergency situation arises, we will transport the child to the hospital designated in their compulsory medical insurance documents unless parents have specified a different clinic or hospital. A responsible adult from the school will accompany the child to the clinic and await the arrival of the parents. An Accident Report Form will be completed and kept as a record. The parent/carer needs to bring the student ID card and medical card to the hospital for hospital procedures and payment.

6.2 Medical procedures

A completed medical form for each child enrolled must be submitted before entry to the school. This form **must be updated annually** to reflect any changes to your child's health.

Asthmatic children should always have their medication with them. The school should be notified if your child is asthmatic so all staff can identify them and know the medical procedures to help them when they have an attack in school.

Generally speaking, if a child is fit to attend school, they are fit to swim. If children are unable to swim or access the splash pool due to a medical condition, parents must provide school with an appropriate medical certificate. Students unfit to swim will accompany their class to the pool and observe the lesson.

The school nurse will attend to children who become ill or injure themselves during the school day. The school will contact parents to take their child home if she/he becomes ill during the day and is unable to stay at school. Any child who has been seen by the nurse and has received medical attention will be issued with a note informing parents of the actions taken.

If, by prior agreement, the school nurse is going to administer prescription medicines to a child, then the parents must hand the medicines to the nurse along with the prescription given from the doctor detailing dosages. Children requiring antibiotics should stay at home until they have completed the course of medicine.

6.3 Communicable diseases

A student with an infectious condition or illness **must** be kept at home and present a medical certificate upon returning to school. Children who have had a temperature above 37.5° C (or 99.6° F) must stay at home for **at least 24 hours**. As a guide, students are considered contagious during the following periods:

1. **Chicken pox:** 5 days from the onset of the rash, or until all the blisters have dried. Symptoms: fever, headache, rash/ vesicles that start on the trunk and spread on the face and limbs
2. **German measles (Rubella):** 6 days from the appearance of the rash. Symptoms: brief red rash, enlarged glands in the neck
3. **Measles:** 4 days from the onset of the rash. Symptoms: fever, cold, headache, generalised rash
4. **Mumps:** 5 days after the onset of the swelling, or until the swelling has gone down. Symptoms: fever, swelling and tenderness of glands at angle of the jaw
5. **Infectious hepatitis:** 7 days from the onset of jaundice, or 7 days from the onset of symptoms if there is no jaundice. Symptoms: headaches, abdominal pain, nausea, vomiting, usually fever. Skin and eyes may or may not turn yellow
6. **Scarlet fever or strep throat:** 24 hours after commencing antibiotic treatment. Symptoms: sore throat, fever, rough red rash for scarlet fever, usually behind the ear, on the armpits and chest
7. **Conjunctivitis:** the student SHOULD NOT attend school until treatment is effective, or until discharge from the eye has ceased. It is highly infectious and should be treated right away. Symptoms: itching of the eyes, watering, redness and discharge from eyes
8. **Head lice:** if a child is found to have head lice or nits or eggs the parents will be contacted and the child will be sent home. The whole class will be checked for head lice and a letter will be sent out. Once affected children have been treated and there are no more lice or nits present, they may return to school
9. **Hand, foot and mouth:** 5 - 7 days or until fully recovered. Symptoms: fever, headache, sore throat, ulcers or blisters inside or around the mouth, sores or rashes on the palms of the hand and soles of the feet
10. **Impetigo:** Until the lesions have crusted or healed, or 48 hours after commencing antibiotic treatment. Symptoms: fluid or pus-filled blisters or sores on the legs or feet that eventually turn into deep ulcers
11. **Scabies:** The child may return to school after the first treatment. Symptoms: intense itching and rash

Important: Children who have had episode(s) of vomiting or diarrhea should remain at home for a further 48 hours after the last incident of this illness.

7. Security Procedures

7.1 Security procedures on entering and leaving school

During a normal working week, the purpose of gate control is to ensure the safety of children and staff at school, as well as the protection of school buildings and property. Guards should be entirely satisfied that each person who is seeking to enter, or leave, the school ground has a valid reason for doing so.

7.2 Entrance and exit procedures

Students: Only children in school uniform will be allowed access to school unchallenged.

Parents/nannies/drivers: All parents are issued with a bar code swipe card, including a photograph of the child, for access to school. Use of the bar-coded swipe cards is required. If parents /carers do not have a valid card, they must sign in as a visitor. Cards should be swiped on the way in and on the way out. Guards will check that photographs match the children for families they do not yet know personally.

All visitors (including parents without swipe cards): Exchange a personal ID card (such as a driving licence) for a Visitor's Pass at the gate.

All teaching and non-teaching staff wear an identification badge on a lanyard so that they can easily be identified.

7.3 Beginning of a week day

No visitors before 08.00, unless by prior arrangement.

7.4 End of a week day

No entrance by visitors after 17.00, unless by prior arrangement.

No entrance by parents/students after 17.00, unless participating, watching or collecting from a school authorised event.

Traffic outside school becomes congested at the beginning and the end of the school day. Extreme caution should be exercised at all times. For picking up and dropping off students, drivers are instructed to follow the school guidance exactly. No vehicles should obstruct general traffic movement, or park on the pavement. Children should keep to the pavement when walking to and from school.

7.5 Weekend

School is closed to visitors, children and parents throughout the weekend, with the exception of Saturday School

Gate control may be relaxed for approved activities, like social events. During events out of school hours, the duty of care for the children lies with the parents who are attending the event, and not with the school.

Gate control can only be relaxed with the advance written approval of the Head of Primary or Principal.

7.6 School Buses

Our bus service is managed internally by our own Bus Coordinator, who is a long-standing member of the Facilities Department. Through a contractual arrangement with a 3rd party company, the school provides bus services to and from many districts within Hanoi. BVIS takes its responsibilities to parents and students extremely seriously. We conduct rigorous, random checking procedures for driver/bus monitor performance and vehicle quality, the registering of all students using this service on and off the bus, and frequent and regular meetings with the management of the contractor and BVIS staff to review and maintain a high level of service, safety and comfort.

Arrival and departure from school is a carefully managed process that ensures no buses are moving until all vehicles have their required passengers. All buses are fitted with seat belts, sick bags, first aid kits and emergency evacuation equipment (hammer, fire extinguisher) to ensure student well-being. Bus monitors are equipped with mobile phones

to communicate effectively with school management staff, with parents and carers who may be collecting their child(ren) at drop off points. Our Bus Coordinators communicate closely with parents.

All students are required to follow essential safety standards of being seated, wearing belts throughout the duration of the journey, and are required to behave well, respecting all staff and other users of the bus service. The bus monitors are acting in lieu of BVIS staff and therefore are to be respected and their instructions followed by all students using this service. Failure to follow these instructions may lead to students being asked to find alternative transport to school. In this eventuality, there will be no refund of bus fees.

7.7 Playtimes

There are always staff on duty to supervise children in the playground area and Dining Hall.

There are designated areas and times for students of differing ages to play various types of games.

7.8 Playground apparatus

Children are encouraged to play safely on the climbing apparatus and with the other equipment. Children should keep their shoes on in the playground area and wear the correct footwear at all times.

Designated safety zones near steps are clearly marked out; care must be taken by students in assessing hazard as well as being mindful of others around them.

There are also areas where children can sit quietly, if they wish.

7.9 Classrooms

Children are not allowed in the classrooms without an adult being present.

Children are taught how to use classroom equipment safely, like scissors and staplers.

No hazardous liquids are stored in the classrooms and all cleaning materials are stored in lockable areas that are out of bounds to children.

No medicines are stored in the classroom except for asthma inhalers (with the knowledge of the class teachers and the school nurse).

Children are not allowed in the swimming pool area, Sports' Hall, Computing rooms, STEAM rooms, Library or Dining Hall, unless accompanied by a supervising adult.

7.10 Pastoral Care

Young people need support in developing emotionally and socially so that they are most appropriately able to use their thoughts and feelings to guide their behaviour and develop personal awareness, emotional resilience and other social skills. This will enable them to enjoy and manage their lives now, and in the future, to become more effective learners and active citizens. Class Circle Time and PSHE (Personal, Social and Health Education) are important features of the education provision of the school.

Essential to this process are the Class Teachers who have both regular contact with the students and who maintain academic and behavioural overview of the students in their form. They are fully assisted by the Assistant Head, and Head, of Primary. All staff are expected to take a varying and consistent approach to standards of behavior amongst students.

7.11 Fire drills, Lockdown and Emergency Evacuation

In the event of an emergency, an alarm will sound. The building should then be evacuated in a speedy but orderly fashion. No one should stop to retrieve possessions.

Details of evacuation routes and routines are displayed in every room and everyone concerned with the school must familiarise themselves with these. Form teachers instruct the children in their class accordingly, take registers and

maintain a disciplined approach to teaching children how to react and conduct themselves in an emergency, should there ever be such an occasion.

After leaving the building, children and adults assemble in the designated areas in class lines. Children and teaching staff are then checked off against the register to ensure that all have vacated the building. Registers are also taken of visitors and names are checked against the signing-in book/swipe card information.

Fire Drill

There is at least one fire drill each term to practise the evacuation procedure.

Lock down

In order to prepare children, in the event of an unlikely major incident (intruder, gas leak etc), we regularly practise lockdown, so the children know how to react sensibly and calmly in the face of potential danger. The Primary Campus is locked down on the sound of an alarm, and children practise how to remain quiet and orderly until the procedure is over.

7.12 Lightning and Air Quality Policies

Lightning Policy

BVIS uses a lightning detector for PE lessons, break and lunch-times. If a storm is approaching, the detector warns the duty teacher and the outdoor area is cleared. The detector also indicates when it is safe to go back outside. Given our location surrounded by high buildings each with their own conductor, this scenario is unlikely. We do, however, also operate this system on school trips, and the eventuality is considered in assessing risk.

Air Quality

We monitor air quality daily and keep comparative data for our site, as well as other air quality monitoring stations in Hanoi. If the ratings are deemed to be too high, such that the respiration of young people may be affected, then we reserve the right to keep the children indoors until the air quality has improved. The AQI Policy is available on the website for parents to read. It is in line with international standards for air quality.

All classrooms, Dining Halls, libraries and meeting rooms are now equipped with air purifying units.

7.13 Smoking

BVIS operates a no-smoking policy on campus. This is to be observed equally by all students, parents, visitors and staff.

7.14 Insurance

All students are expected to be insured through their parents' own health plan. The school is therefore not liable for medical bills resulting from an accident at school, unless negligence is proven against the school. School trips carry basic insurance to cover accidents, but not illness.

It is strongly recommended that parents take out year-round family travel insurance.

8. Valuables

We recommend that children do not bring jewellery, money or items of value to school. If students do bring in items (scooter, children's bicycle...), they should be named clearly, and the class teacher informed. Every effort will be made to teach all children to value their own, and other people's, belongings. The school cannot accept responsibility for the loss or breakage of any of the children's personal items.

If the child usually wears earrings, please ensure that for safety reasons suitable studs replace these while he/she is attending school. No looped or dangling earrings are permitted. Boys may not wear earrings at any point in school time. The PE Department may require the removal or suitable covering of studs in PE lessons for safety reasons.

For further information about uniform, please refer to the guide on page 10 of this handbook or ask Primary staff, in case of any doubt.

9. Contact

9.1 Email protocol

Parents are welcome to make contact with senior teachers or their child's form or subject teacher.

Please remember that an email may not by itself be a wholly effective method of dealing with an issue. Face to face dialogue may serve better to provide clarity and resolution. It is better to think of it more as a way of conveying information or as a memo to set up a meeting or phone call.

The reply time to an email sent by a parent is 48 hours, or two working days. If an email is sent at the weekend, parents should expect to receive an answer on the first working day after the email was sent. As a rule, staff may not read or reply to emails sent after 6.30pm.



II. ACADEMIC INFORMATION

Parents should also refer to the Early Years' Handbook if they have children in that section of the school.

A variety of methods are used in teaching students. We provide age-appropriate material and tasks, focusing on developing independent learning skills, and a passion for learning. We differentiate for every child.

Learning may take place in one-to-one sessions, in class, on day- and residential trips, in extra-curricular activities, through lecture- style delivery or online. This list is not exhaustive, but it provides an indication of the breadth of opportunity available to both students and teachers to deliver our rich and varied educational experience. All modes of delivery of teaching and learning are of equal value.

1. Primary School

1.1 Learning at the Primary School

At BVIS, we are global citizens, learning together. The school places an emphasis on the individual's responsibility to the school and wider community in Vietnam, and beyond. This is true for both students and staff; we also value parents' partnership in this vision.

In addition, all children are involved in special events and celebrations throughout the year to develop their personal learning and international awareness. Some of these events may include:

- Moon Festival
- Tet celebrations
- Community projects focusing upon identified local areas of need
- Charity fundraising
- Special themed days/weeks e.g: Book Week, International Week...



2. Academic Support

2.1 English as an Additional Language (EAL)

Every student entering our school will have had different exposure to English language prior to the point of entry into the school. Levels of proficiency are assessed and support for English as an Additional Language (EAL) is offered to all students as part of their education at BVIS at no extra charge. Parents of children requiring this help will be consulted, but if the school decides that a child needs this extra help then it will be compulsory. This need is continually assessed and may be adapted during the school year to meet the student's needs.

In addition to the standard EAL provision provided by the school, some children, as a mutually agreed condition of their enrolment, will be required to register for our 'Bridging Programme'. They will attend our Saturday English Language classes, and receive extra individualised English language support within school, during the week. Parents to which this applies, will have been informed of the costs of this specialised provision on enrolment.

2.2 Vietnamese as an Additional Language (VAL)

Vietnamese Additional Language (VAL) is also provided at BVIS for those children requiring extra support with their reading and writing in Vietnamese.

There is no additional cost for the VAL provision.

2.3 Learning Support (LS)

The British Vietnamese International School encourages all children to develop their full potential but recognises that some children may progress at different rates to their peers. Such children may require an Individual Education Plan (IEP) to help break down the learning into smaller and more achievable goals. The school has a Learning Support Department to oversee this programme.

Parents will be consulted if a child is experiencing particular difficulties in a given area and an Individual Education Plan will be written for the child to address their specific needs, and shared with parents.

Children in the vast majority of cases will normally proceed to the next class at the beginning of each school year.

There is no additional cost to any parent should their child need this LS provision.

3. Behaviour and Discipline

3.1 Discipline

The school has a Positive Behaviour Policy which students need to follow. All staff are required to implement this in a consistent, fair and nurturing fashion.

Appropriate behaviour is encouraged through positive reinforcement of good behaviour. Good behaviour can be rewarded with Class Dojo points (House points). Parents are sent an email alert when this happens so they can celebrate the child's achievement with them. Class Circle Time is used to discuss and decide strategies to deal with any problems.

If a child constantly behaves inappropriately then parents may be asked to be involved in a behaviour modification programme, involving co-operation between home and school, with the possible involvement of the Learning Support Department.

Through stories, plays and songs, the school assembly is used as a vehicle to reinforce positive moral values and the school's fundamental aims and to celebrate individual and group achievements.

3.2 Our expectations

Both the school and the individual have expectations of each other:

- Students have the right to expect that the school is safe, secure and friendly. It is the school's fundamental responsibility to provide this
- All school staff expect students to behave in a way that will contribute to a happy environment and they will discourage any kind of behaviour that undermines this
- Children should do all they can to ensure a positive learning environment for themselves and for all other children
- Children must respect the feelings, needs and rights of others, and they should expect to receive the same in return
- Children should wear the correct uniform and should take pride in their appearance

Failure to consistently observe these expectations may, in extreme circumstances of non-compliance, lead to a request that the child be withdrawn from the school. Students travelling by bus have an even greater responsibility to follow the safety instructions set by the school and implemented by the bus monitors.

3.3 Rewards

As a school, we delight in celebrating the achievements of our students, both inside and outside of school. We are very happy to hear from parents of their child's achievements from an event outside of school time.

Each week, a child from each class will be awarded the class 'Star of the Week' certificate. This certificate will be given as a reward for extra effort, consideration for others or any other achievements and will be awarded at an assembly each week.

Sometimes Certificates of Excellence are also given to children who demonstrate superior effort and/or achievement. This can serve as a positive example to other children.

Over the course of the year, students may receive certificates and badges to celebrate their success in consistently demonstrating one of our personal goals. These goals are personified by 'Dojo Monsters', characters designed by our students that provide a constant visual reminder of our behaviour expectations.

Assemblies at the end of each term provide an opportunity to recognise the achievements of all students through the presentation of certificates and at the end of the year, all students receive an electronic 'Achievement Scroll', which is a report outlining their pastoral accomplishments.

4. Extra-Curricular Activities

The Extra-Curricular Activities (ECA) programme is divided into 6 categories – Community, Arts, Music, Technology, Sports and Language. Children are encouraged independently to choose activities from different categories throughout the year to broaden their interests and skills. We are always keen to listen to students' ideas for activities they wish to participate in and we welcome suggestions from parents about additions to the ECA programme.

From Year 1, these activities are an integral part of the school programme. They extend the educational and recreational opportunities for all the children who take part in them. Most activities are held after the normal school day from 15.10 until 16.10. Some, however, may be organised before the start of the day and others during lunchtimes.

Home activities may have a small charge to cover costs – these form part of the paid extra-curricular activities programme.

5. Home Learning

thematic approach as an extension to the topics the students learn in their classroom. The homework is differentiated and promotes creativity, active outdoor activities, family interaction and independent research-based learning. Home Learning is designed to consolidate learning and develop greater levels of independent thought and action. Our experience shows that with the right encouragement from school and home, this is indeed possible, even for our youngest learners.

Home Learning is set in both Vietnamese and English.

If your child experiences difficulty with home learning tasks, please contact the classroom teacher. Homework tasks should not be completed by parents, personal tutors or older siblings. To do so may hinder the academic development of your child(ren).

It is expected that all students will read each day for a time dependent on their age and stipulated by their class teacher, to improve their literacy skills. For further information, see the helpful notes below on Parental Support for reading.

6. House System

It is traditional in many British international schools to operate a 'House system'.

This forms the basis for friendly competition between children and staff and involves children from all the year groups working together to accumulate points for their House. A House Cup is presented at the end of each term to the house with the most points.

All children are assigned to one of four Houses which are named Hanoi (red), Saigon (blue), Hue (yellow) and Dalat (green). Siblings are not necessarily allocated the same Houses. Points can be awarded for any aspect of school life e.g. good behaviour, effort, initiative, good work. The accumulated number of points is totalled each week and forms part of a weekly assembly.

7. Library Books

Every child in the school can borrow library books. Parents should appreciate that these items are loaned to children in good faith. These will be checked out by the librarian and the borrower is responsible for their return in good condition. A replacement charge will be levied on lost or damaged books.

There are weekly library sessions and all children are requested to change their books during these sessions or during break times and after school, if necessary.

Children may, of course, keep the books for a longer period if they so wish by checking them out again on or before the due date.

8. Music, Art, Drama and Dance

Whilst education has previously been considered predominantly in terms of academic achievements, this attitude is thankfully changing. An increased emphasis is now being placed on social and cultural development through curriculum areas such as music, art, drama, dance and sport. These areas help to develop within students' confidence, creativity and self-expression.

8.1 Juilliard Music and Dance

Your child will follow an innovative embedded arts curriculum created in collaboration with The Juilliard School, a world leader in performing arts education. Our embedded arts curriculum includes music and dance. In Music, engaging activities developed by Juilliard will help your child understand the language of music and develop creative skills such as improvisation and composition. The Juilliard Creative Dance Curriculum is an innovative programme designed to engage children in the theoretical and practical aspects of dance. Not only does it focus on embedding

fundamental dance skills, it also promotes cultural awareness, expression, collaboration, critical thinking and opportunities to develop English language. Throughout each topic, children develop new skills and gain deeper knowledge, transferable to other areas of the curriculum. There are ample opportunities in both Music and Dance for the children to perform and showcase their outstanding achievements.

8.2 Art

Art can be a popular subject with students because of its interactive and practical nature, offering a “hands on” creative experience that helps students to explore their own opinions and thoughts through different techniques and media. A good knowledge of art at school can therefore help children to develop key skills which can be useful in later life where it may be used in design processes, in commerce, for example advertising and marketing, as well as more practical areas, such as construction and architecture.

8.3 Drama

Another commonly accepted sign of culture, drama is becoming increasingly important. The ability to perform in front of audiences equips students with skills in communication, self-confidence, as well as in addressing, persuading or influencing groups of peers and critics. Drama is also an excellent vehicle for cultivating aspects of teamwork and collaboration.

All students therefore will be encouraged to participate and enjoy as far as possible their involvement in such activities. We welcome the support of parents to enable this to happen and we trust that parents will come to enjoy the performances, productions and creative output of their children.

9. Reading

9.1 Reading books

Every child of Primary School age has access to reading books in both English and Vietnamese. The book is matched to ability and is part of a progressive reading scheme, until the child reaches the stage of “free reading” at appropriate fluency levels. Children are expected to bring their reading books home every evening as reading at home is an integral part of their homework. They can also access levelled online reading resources using ‘Bug Club’. You will be sent login details for your child(ren).

Graded readers are also available to Primary students to ensure the most appropriate reading level for each child.

9.2 Reading Record in the Student Diary

Each child is provided with a book to record reading at home. Please write a comment or encourage your child to write a comment about their reading each time they read with an adult or on their own at home.

10. Parent Support

10.1 Home Learning - How you can help?

Teachers and parents need to work together to ensure that children meet the objectives of the tasks set for completion out of school. Parents can do this by:

- Motivating and supporting their child
- Establishing an appropriate study area, where it is quiet and there are no/few distractions
- Providing the resources they require e.g. pencils, erasers, paper
- Establishing a set time each day for homework to be completed for younger children and, for older children, helping them to set their own times and to keep to this timetable
- Helping the child develop basic organisational skills, such as recognising priorities and working to deadlines

- Completing entries in the Student Diary to inform the teacher of any unusual circumstances or problems encountered by the child

10.2 Maths - how you can help?

Children's Maths homework helps them to practice and consolidate their skills and knowledge, develop and extend their techniques and strategies as well as prepare them for their future learning.

Year 1 and Year 2

- Show an interest in what he/she is doing with numbers and participate in puzzles and games
- Encourage your child to talk about what he/she has been doing and what he/she is going to do next
- Help him/her to use things around the home to support their mathematical understanding e.g. ordering cups by size, looking for shapes around the house or counting stairs
- Praise his/her efforts to build up confidence. Rather than simply pointing out that an answer is wrong, you could say, "Can you check your answer using a different method?"
- Play mathematical games using software packages to develop skills

Years 3, 4, 5 and 6

- Show an interest in what he/she is doing
- Provide him/her with games and software to help practise his/her skills
- Encourage your child to discuss mathematical strategies for solving problems, helping to clarify the process needed
- Help your child to learn his/her multiplication tables and show him/her how to apply these in different situations by asking questions
- When appropriate, allow the use of a calculator or any other mathematical tool for checking answers
- Point out the uses for Maths in the world around us
- Ask "real life" maths questions e.g. "How much change should I get...?" or "Can we make this recipe for 8 people instead of just 2?"
- Encourage your child to talk about what he/she has been doing and what he/she is going to do next
- Help him/her to use things around the home to support their mathematical understanding e.g. ordering cups by size, looking for shapes around the house or counting stairs
- Praise his/her efforts to build up confidence. Rather than simply pointing out that an answer is wrong, you could say, "Can you check your answer using a different method?"
- Play mathematical games using software packages to develop skills

10.3 Reading - How you can help?

Year 1 and Year 2

- Keep reading sessions short and regular
- Build your child's confidence by offering lots of praise and encouragement. Rather than pointing out that an answer is wrong, you could say, "You are almost right. Let's try again together!"
- Encourage your child to see how reading can be useful (finding out information, following instructions) and enjoyable (reading a story)
- Ask your child questions about the text to be sure that s/he has understood what they have read
- Act as a model for your child. Let your child see you reading for a variety of purposes, including enjoyment. Read your child a bedtime story

Years 3, 4, 5 and 6

At these stage, children are developing further reading skills and parent involvement can help them develop these.

- Keep reading sessions short and regular
- Encourage him/her to read quietly before going to sleep
- Make sure your child knows the purpose for his/her reading e.g. finding information, pleasure, skimming for essential elements etc
- Encourage your child to ask for help, but give this help by asking questions rather than telling them the answer
- Ask your child to show you what she/he has read or to give a brief summary of a text
- Point out mistakes briefly and praise what she/he has got right
- Let your child see you read for different purposes
- Encourage your child to keep a reading diary listing the books she/he has read and perhaps making a comment

Remember: fluent reading comes with practice.

10.4 Spelling - how you can help?

Year 1 and Year 2

- Build your child's confidence by offering lots of praise and encouragement. Rather than simply pointing out their mistakes you could say, "That sounds close. What makes the 'sh' sound?"
- Make the exercises into an enjoyable challenge, rather than a chore. Make it into a game e.g. cut the words up into individual letters or letter strings and ask your child to remake the words; write the word with a missing letter or letter string and ask your child to fill in the gap
- Encourage your child to LOOK at the word and SAY it. COVER it and try to WRITE it. Finally CHECK to see if it is correct
- Ask your child to write a word down as writing often helps imprint it on your child's memory
- Help your child to listen carefully to the pronunciation of a word stressing the beginning, middle and end sounds.

Years 3, 4, 5 and 6

- Help him/her to practice the LOOK, SAY, COVER, WRITE, CHECK technique. This helps to develop a visual memory
- Encourage your child to keep a spelling notebook of words (s)he got wrong at school and to learn these using the same technique
- Help your child recognise letter strings and patterns in words
- Give him/her access to a dictionary and a thesaurus to check words
- Praise your child's efforts and success

