



**BRITISH VIETNAMESE
INTERNATIONAL
SCHOOL**
HANOI
A NORD ANGLIA EDUCATION SCHOOL



Primary Parent Handbook





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INTERNATIONAL
SCHOOL**
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A NORD ANGLIA EDUCATION SCHOOL

*"There are no limits; the only
limit is your imagination.
Think big, think wide and
above all be ambitious."*

David, Year 5

**Reach for your dreams, try something
new, and above all, be ambitious.**



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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 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 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 is part of Nord Anglia Education 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.



Mark Sayer
Principal



Nicholas West
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
- 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

On enrolment, the placement of a child in a specific class is normally dependent on date of birth. A test and interview to assess a child's language competency and academic potential in a dual language environment is required for all children.

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, and do not exceed 25. 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	F1	F2	F3	Y1	Y2	Y3	Y4	Y5	Y6
Age	2-3	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 March and Term 3 from April to June. On occasions, these termly divisions may vary.

If parents have to take their children out of school during term time then they must seek permission, in advance, in writing from the Head of Primary or the Principal.

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

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. Students should aim to be in school by 08.15.

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, carers and drivers must follow and respect the instructions of the guards on duty who are acting in the interests of all the children.

There are staff on duty in year groups 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, associated with that child.

Parents of children in the EYFS classes may take them directly to the classrooms from 08.00 to 08.30 when supervision begins.

1.3 End of school

The Primary school day finishes at 15:10, except when ECAs, except when ECAs occur when student will be free to leave at 16:10.

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

If someone collecting the child has forgotten the card then parents, drivers and carers will be required to sign in as a visitor as described in the security procedures on page 13. Before leaving the premises, a note from the school office must be collected.

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 and authorisation has been granted.

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.

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.

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

2.1 Weekly newsletter

To keep you informed with the weekly events in school, you will be emailed a link to the newsletter every Friday. If your email address changes, please inform the office immediately so that this important communication reaches you each week. Contributions are made by the Principal, Head of Primary, Staff and children. These newsletters provide information about both class activities and learning and also about the wider school.

Weekly class newsletters sheets also provide details about the children's present and future learning. These will be made available to you every week from your child's class teachers.

2.2 Year group Facebook pages

Throughout the course of the year, each year group will be developing its own Facebook page to share the children's learning on a regular basis. We actively encourage you to participate on this with your child.

2.3 Student Diary

To enable regular communication between you and the teachers, each child has a Student Diary which should be taken home and brought to school every day. Comments by the teachers or information from parents may be written in this book.

Please do not expect teachers to write at length on a daily basis.

A copy of your child's timetable is provided showing specialist lessons when your child will require additional equipment to be brought into school, e.g. PE kit, swimming costume.

2.4 School magazine

Full colour magazines report on events and achievements as well as keep parents informed of whole school developments.

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. The calendar will then be posted on the School Website.

Parents will receive three written reports each year:

End of Term 1 - For F1 to Year 6, an interim 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 and a full report for EYFS.

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 from F1 to Year 6. Further Parent - Teacher Meeting will be held for all year groups towards the end of Term 2 and Term 3.

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 problem for you, then please contact the Key Stage Coordinator, Assistant Head or the Head of Primary who will endeavour to solve any issues that 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 absence.

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. A letter should be given or a note placed in the Student Diary if notification has not already been provided.

Children who return to school with a medical certificate should bring it 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.

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.

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.

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 F1 upwards are expected to wear the specified school uniform every day.

Children should wear sensible black leather shoes or closed-toe sandals (F1 and F2 exempt) and these should be without laces for the younger children. F1 and F2 children should wear sensible shoes or closed toe sandals that will aid the growth and development of small feet. These are not required to be black in colour. 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. 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. 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.

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

4.2 PE Kit/ Swimming

From Year 1, children must change into their PE kit for any physical activity and it is their responsibility to ensure it is in school for these sessions. They require sports 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 your child's school uniform with his/her name and class including underwear, swimwear and towels. A Lost Property box is located in the Primary wing of the building. Any clothing, which is labelled, will be returned to you. Remember to keep checking your labelling as it may wear off with washing.

5. Food and Catering

5.1 Snacks

All students are supplied with a mid-morning snack. Snacks consist of fruit and a drink – juice or water.

5.2 Lunch

BVIS provides a set lunch for all Primary students, F1 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 > Catering

This will also be published on the School Website.

Children in classes F1, F2, F3 have their lunch in the Foundation Area. All other 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.



5.3 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 the compulsory medical insurance form for students 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 parents need to bring student ID card and medical card to the hospital for correct 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 by the parents as necessary.

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 then 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. Non-swimmers 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 home medicines to a child, then the parents must hand the medicines to the nurse and sign a form detailing the dosage to be given. 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.

When a student has a bad cough or cold, or other common but highly contagious illness, parents are asked to keep the child at home so that the illness is not spread to other children.

Children who have had episode/s of vomiting or diarrhoea 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 unchallenged.

Parents/carers/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 or parents 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 know personally.

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

All teaching and non-teaching staff wear a name badge 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.

7.5 Weekend

School is closed to visitors, children and parents throughout the weekend.

Gate control may be relaxed for approved activities, like social events. During all of these events the duty of care for the children lies with the parents, not the school.

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

7.6 School Buses

The school provides bus services to and from many districts. The buses are fitted with seat belts and all staff and pupils are required to use them. School buses are not allowed to move until all children are wearing seat belts. There is a monitor on each bus who has a mobile telephone in case of an emergency. If you require further details about the school bus service, please contact the school office staff.

7.7 Playtimes

There are always staff on duty to supervise children in the playground area and dining hall.

There are designated areas 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.

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, like scissors and staplers, safely.

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, gym, ICT 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 effective learners and active citizens. Class Circle Time is an important feature of the education provision of the school.

Essential to this process are the Form 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 Head of Primary.

The school's Personal, Social and Health Education (PSHE) programme is a very important part of this.

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 are to instruct the children in their class accordingly.

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

There is at least one fire drill each term to practise the evacuation procedure. Lockdown – procedures in the unlikely event of an intruder – are also regularly rehearsed.

7.12 Lightning and Air Quality Policies

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 area is cleared. The detector also indicates when it is safe to go back outside. The air quality is monitored and recorded daily. Outdoor play and sports fixtures and other external activities may be affected.

7.13 Smoking

BVIS operates a no-smoking policy on campus. This is to be observed equally by 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 to take out year-round family travel insurance.

8. Valuables

We strongly recommend that children do not bring jewellery, money or items of value to school.

Every effort will be made to teach all children to value their own and other people's belongings. The school can accept no responsibility for the loss or breakage of any of the children's personal items.

If the child usually wears earrings, for safety reasons please ensure that suitable studs replace these while he/she is attending school. No looped or dangling earrings are permitted. The PE department may require the removal or suitable covering of studs in PE lessons for safety reasons.

For further information about uniform, please do not hesitate to ask the office staff.

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 will not by itself be effective in dealing with an issue that requires discussion. 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.

9.2 Parent Ambassadors

Every parent has the opportunity to volunteer and possibly be elected to join our Parent Ambassador group. Each half term the representatives from each year group meet with the Head of Primary to discuss any ideas each year group may have and most importantly to discuss educational and pastoral issues at the school. This group has been involved in improving communication and how parents receive up to date curriculum information for your child. They have also recently started to be involved in long-term sustainable charitable efforts for the children so if you feel you can contribute, please do let the Primary Office know.

9.3 Contact sheet

No	Full name	Position - Subject	Email
1	Nick West	Head of Primary	nicholaswest@bvishanoi.com
2	Them Hoang	PA to Head of Primary	themhoang@bvishanoi.com
3	Peter Rao	KS1 Coordinator (Y1V/Y2V Teacher)	peterrao@bvishanoi.com
4	Carys Kemp	Y1B/Y1S Teacher	caryskemp@bvishanoi.com
5	Thu Nguyen	Y1B/Y1S Teacher	thunguyen@bvishanoi.com
6	Hoa Bui	Y1V/Y2V Teacher	hoabuithu@bvishanoi.com
7	Catherine Coleing	Y2B/Y2S Teacher	catherinecoleing@bvishanoi.com
8	Trang Hoang	Y2B/Y2S Teacher	tranghoang@bvishanoi.com
9	John Potts	Y3B/Y3S Teacher	johnpotts@bvishanoi.com
10	Chien Pham	Y3B/Y3S Teacher	chienpham@bvishanoi.com

No	Full name	Position - Subject	Email
11	Jessica Jones	Y3V/Y4V Teacher	jessicajones@bvishanoi.com
12	Hoa Pham	Y3V/Y4V Teacher	hoapham@bvishanoi.com
13	Diep Pham	Y4B/Y4S Teacher	dieppham@bvishanoi.com
14	Philip Olsen	Y4B/Y4S Teacher	philipolsen@bvishanoi.com
15	Nuala Malone	Y5B/Y5S Teacher	nualamalone@bvishanoi.com
16	Huong Nguyen	Y5B/Y5S Teacher	huongnguyen@bvishanoi.com
17	Declan Barney	Y5V/Y6V Teacher	declanbarney@bvishanoi.com
18	Phuong Pham	Y5V/Y6V Teacher	phuongphamthi@bvishanoi.com
19	Laura Rao	Y6B/Y6S Teacher	laurarao@bvishanoi.com
20	Huong Thu Nguyen	Y6B/Y6S Teacher	huongnguyenthithu@bvishanoi.com
21	Erin Wright	Primary EAL Teacher	erinwright@bvishanoi.com
22	Samantha Lane	Primary EAL Teacher	samanthalane@bvishanoi.com
23	Whitney Wilson	Primary EAL Teacher	whitneywilson@bvishanoi.com
24	Dung Le	Language Support Teacher	dungle@bvishanoi.com
25	Gam Nguyen	Language Support Teacher	gamnguyen@bvishanoi.com
26	Phuong Tran	Language Support Teacher	phuongtran@bvishanoi.com
27	Gareth Owen	Learning Support teacher	garethowen@bvishanoi.com
28	Kaye Meakin	Primary Art and Dance Teacher	kayemeakin@bvishanoi.com
29	Harry Brookfield	Primary PE Teacher	harrybroofield@bvishanoi.com
30	James McMeekin	Primary ICT Teacher	jamesmcmeekin@bvishanoi.com
31	Emily Tulloh	Primary Music Teacher	emilytulloh@bvishanoi.com

II. ACADEMIC INFORMATION

1. Early Years Foundation Stage

1.1 Learning in the Early Years

When children join or continue within the EYFS at the start of the school year, there are many new experiences, environments, routines, adults and other children for them to get to know. At BVIS, we believe that these early days are vital in helping children to develop positive attitudes towards learning.

1.2 Rest times in the Early Years Foundation Stage

There are opportunities for those children in F1, F2 and F3 who need to rest to do so for a short time in the afternoon, but we would urge you to establish early bed-time routines with your child(ren). We provide many opportunities in school for children to be sociable, when they can interact and communicate with each other through play and free time. This is what we would prefer them to do to make the most of their time with us.

2. Primary School

2.1 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.

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, Teachers' Day, UN Celebration Days



3. Academic Support

3.1 English as an Additional Language (EAL)

Support for English as an Additional Language (EAL) is offered at BVIS. 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 reduced during the school year.

There is no additional cost for the EAL provision.

3.2 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.

3.3 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 to be constructed 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 and an Individual Education Plan will be written for the child specifically to address their needs.

Children will normally proceed to the next class at the beginning of each school year.

There is no additional cost for the LS provision.

4. Behaviour and Discipline

4.1 Discipline

The school has a Positive Behaviour Policy which all staff implement and students follow.

Appropriate behaviour is encouraged through positive reinforcement of good behaviour. Class Circle Time is used to discuss and decide strategies to deal with any problems.

If a child constantly behaves inappropriately then parents are 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.

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

4.2 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 responsibility to provide this.
- The school expects students to behave in a way that will contribute to a happy environment and 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 will 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 lead to the request that the child be removed from the school.

4.3 Rewards

A child from each class, from F1 onwards, 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 achievement. This can serve as an example to other children.

5. Extra-Curricular Activities

The Extra-Curricular Activities 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.

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.

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



6. Homework

All children from F3 to Year 6 will participate in a homework programme. Homework is regarded as an essential part of school life and is aimed at revising and extending concepts covered in the classroom. Reading, practising spellings and learning basic number facts form the basis for many homework activities set throughout the week. Homework also helps to establish a disciplined self-study work ethic at home.

The time allocation for homework increases as the children progress through the school and their levels of expected independence increase too.

Homework is set in both Vietnamese and English.

If your child experiences difficulty with homework tasks, please see the classroom teacher or write a note in your child's Student Diary. 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).

7. House System

It is traditional in many British International Schools to operate a 'House system'.

This forms the basics of a 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.

8. Library Books

Every child in the school can borrow library books. 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.

9. Music, Art, Dance and Drama

Whilst education has previously been considered solely 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 and sport. These areas help to develop within students' confidence, creativity and self-expression, and are important sources of evidence of students' participation and personal growths. Nord Anglia Education's partnership with the Juilliard School of Performing Arts in New York provides unparalleled opportunity for all students within NAE schools. The Music programme was introduced in 2015. Dance has been introduced from the start of the new academic year in 2017.

9.1 Music

Music is a very important part of the curriculum. It is an activity that uses both hemispheres of the brain in making music and in appreciating music. Music is able, regardless of personal preferences, to elicit emotional responses. It is a superb way for students to demonstrate their creativity and to both gain and give a great deal of enjoyment and satisfaction. It is for this reason that we encourage all students to continue learning an instrument or to begin learning one.



9.2 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.

9.3 Dance

From August 2017, Dance has been introduced into the curriculum for students in Years 1 to 6. In the age of standardized testing, an arts environment can provide a safe haven where mistakes are treated as discoveries and self-expression is celebrated. Higher order thinking is a natural part of the performance and students exit the stage more alert, confident and more prepared for whatever life may have in store for them. The dance classroom is more than a studio; it is a laboratory. It is the training ground for an unforeseeable future. Dance matters because it teaches students to think and respond to the world around them.

9.4 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.

10. Reading

10.1 Reading books

Every child of Primary School age has 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 fluency level.

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.

10.2 Reading Record in the Student Diary

Each child has a section in their Student Diary 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.

11. Parent Support

11.1 Homework - How you can help?

Teachers and parents need to work together to ensure that children meet the objectives of the set homework. Parents can do this by:

- Motivating and supporting their child
- Establishing a proper study area where it is quiet and there are no 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.

11.2 Maths - how you can help?

Children’s Maths homework helps them to practise 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.

11.3 Reading - How you can help?

EYFS

- Share books with your child. Read him/her a bedtime story and encourage him/her to talk about the pictures in the book
- Talk to your child about everyday things, encouraging him/her to learn new words in both languages.

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 this 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.

11.4 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 practise the LOOK SAY COVER WRITE CHECK technique. This helps to develop a visual memory
- Encourage your child to keep a spelling notebook of words she/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.