



**BRITISH VIETNAMESE  
INTERNATIONAL  
SCHOOL**

HANOI

A NORD ANGLIA EDUCATION SCHOOL



# Secondary *Parent Handbook*



Proud to deliver



"Don't ask "What do I want to be?". Ask yourself "What problem do I want to solve?"

**Jaime Casap**

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



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# WELCOME

The British Vietnamese International School Hanoi, formerly part of the BIS Group of schools, but now a fully fledged member of Nord Anglia Education with 46 schools worldwide and serving over 39,000 students, is the first of its kind in Hanoi to offer an international curriculum whilst also being committed to nurturing and celebrating the language and culture of the Vietnamese people.

Supported by a superb, modern campus and facilities in the heart of the city, we are able to offer an exceptional prospect and educational experience for young people here in Hanoi. We welcome our new parents and look forward to developing a strong partnership as we seek to become a school with an outstanding local and international reputation.

New beginnings are always exciting and often generate question about practices and routines. To help everyone settle as quickly as possible, we have prepared a handbook of relevant topics. It is designed to answer most questions but if after reading this, you still have further questions, then please do not hesitate

to contact the school. A list of useful contacts is available at the back of this booklet.



**Mark Sayer**  
Principal



**Nicholas Lee**  
Head of Secondary

## 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

### 1. Admissions

The admission procedure is at the discretion of BVIS. Parents are advised to submit the following documents:

- The Admissions Application form, accompanied by a previous school report
- The Application Fee
- A copy of birth certificate
- 2 very recent child's passport-size photos (4x6cm)
- The medical records.

The Admissions team will contact parents regarding the Entrance Test. Where possible, the Principal or Head of Secondary will meet all applicants and their parents.

Selection is based on places available and the applicants' suitability to follow the BVIS curriculum. The Principal's decision regarding offers and year placement is final.

### 2. Tutor Group

Students are grouped into Tutor Groups. This group registers with their Tutor every day. Lessons may also take place in Tutor groupings. The Tutor is the first point of contact regarding pastoral concerns. Parents should seek to establish good lines of communication with the Tutor.

### 3. BVIS and Vietnamese Heritage

BVIS places a Vietnamese perspective at the heart of all school planning, helping us to shape our unique school culture. From an early age, respect for family and society will be nurtured, safeguarding those traditional values that lead to good citizenship. A sense of Vietnamese place, history and literature will be delivered via our distinctive dual-language curriculum, ensuring that every student engages with Vietnam's rich heritage.

#### 3.1 Personal, Social and Health Education (PSHE)

PSHE is the planned provision for personal and social development. It helps students develop a secure sense of identity and to function well in the world. PSHE includes three core elements:

- Acquisition of accessible, relevant and age appropriate information
- Clarification and development of attitudes and values that support self-esteem and are positive to health and well-being in line with the BVIS mission statement
- Development of personal and social skills to enable emotional development and interaction with others as well as making positive health choices and actively participating in society.

Research consistently shows that PSHE provides young people with the knowledge and skills they need and require in order to make the decisions in life that are right for them and that assist them to negotiate fulfilling and healthy relationships.

The PSHE curriculum at BVIS is based on England's non-statutory guidelines for PSHE and the programme of study for Citizenship, a compulsory subject in British schools. The Vietnamese Civic Education is delivered by Expat and Vietnamese teachers. Both the topics studied and the activities on offer are adapted to reflect the British Vietnamese International School's student body, our mission and to reflect the Vietnamese personal and social development curriculum. The curriculum can be seen as seven overlapping strands:

- Careers education
- Citizenship and community
- Drugs, alcohol and tobacco education
- Emotional health and wellbeing
- Health and Safety education
- Sex and relationships education
- Study skills.

### 4. School Structures and Timings

#### 4.1 Calendar

The calendar is posted on the school portal and public website and is available in printed form from the school office.

#### 4.2 Lessons timings

Period	Time	Duration
Form	08:30	15 minutes
1	08:45	50 minutes
2	09:35	50 minutes
Break	10:25	25 minutes
3	10:50	50 minutes
4	11:40	50 minutes
Lunch	12:30	50 minutes
5	13:25	50 minutes
6	14:15	50 minutes
Activities on Monday and Thursday	15:10	60 minutes

#### 4.3 Calendar of events

The events calendar is also published early in the school year. It is subject to change and is updated as and when necessary. Changes are communicated through the website.

## 5. Communication

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### 5.1 BVIS HUB

The BVIS HUB is an integral part of the school's communication platform and through the website allows us to share events on a very regular basis. Please visit the BVIS HUB to read all about school events, trips, clubs, learning, sports, drama, music and more!

### 5.2 Student diary

The Student Diary is both the main way in which students learn to organise themselves, especially when they begin Year 7 and have to adapt to the freedom and responsibilities that come with being a secondary student, and an invaluable method of communication between school and home.

Students use the diary every day to record timetables, homework, house points/stickers and targets etc., and parents and teachers can use them whenever they need to communicate with one another. Both Form Teachers and parents should be checking and signing the diary once a week throughout the school year.

### 5.3 Notice boards

Parents may request to have notices posted on the Community notice boards - please ask at the front desk.

### 5.4 School Magazine

Our school magazine called Vue Point is a full colour magazine reporting on events and achievements as well as keeping parents informed of whole school developments. This is published every 8 weeks or so.

### 5.5 School Yearbook

This will be sent home to every student at the end of Term 3 and provides a colourful souvenir of the year.

### 5.6 Parent Teacher Group (PTG)

The school would like to create an active PTG. The main aim of this group is to promote and enhance the wellbeing of BVIS students by developing relationships between parents and teaching staff in order to build a strong and united school community. Furthermore, the PTG is committed to assisting the school in raising and dispersing funds and/or providing resources to assist in various projects. The PTG is not intended to be an opportunity for parents to seek to direct the management of the school and is not the forum for complaint procedures.

### 5.7 Letters home

Letters are sent home with students as required or by email. Copies are kept with the secretary and a prompt for important ones is issued in our weekly bulletin. Swift parental response is appreciated.

## 6. Absence and Lateness

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### 6.1 Absences

If your child is absent from school, we expect to receive notification within two days of returning to school giving reasons why. This can be a handwritten note, a phone call or an email:

- Call - The Secondary PA or Reception
- Note - Form Teacher
- Email - The Secondary PA and Form Teacher.

See contact sheet at the back.

If a child is absent with no word from home, the school office will call to check where your child is.

### 6.2 Lateness

The register is taken before classes start at the beginning of the morning session. 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 collect a late slip which is then taken by the child to their class teacher.

The Head of Secondary 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.

### 6.3 Leaving early

Where possible, dental and doctor's appointments should be made outside of the normal school day. If this is unavoidable and a student needs to leave early due to a dental/doctor's appointment or for another family reason, they should bring in a signed note from home. If none is presented, we will phone home to check with parents. Students should sign out at the Reception desk.

## 7. Dress Code

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### 7.1 General appearance

How students wear their uniform often gives others lasting impressions of the school they attend. Students who present themselves well earn respect for themselves and their school because they have shown respect and pride in their appearance and who they are.

#### Girls

- School blouse - plain white or blue, should be recently pressed or ironed
- Skirt - beige or dark blue, school issue
- Pullover - only school pullover may be worn
- Fleece - only school fleece may be worn
- Socks - plain white
- Shoes - clean and polished black leather (no suede, trainers/sports shoes or thick soles - max 2cm)
- Hair should be neat, clean and of a natural colour. Hair should be held back by a soft hair band (no bobbles or hard 'Alice' bands)
- Make - up, coloured contact lenses and/or nail varnish are not allowed
- Jewellery: small items will be allowed within reason. The Head of Secondary will decide whether what students are wearing is within the spirit of the rules, as a rule of thumb: one pair of plain earrings or studs; one plain ring; one plain necklace; bracelet-friendship bands within reason; no tattoos or body piercing.

#### Boys

- School shirt - plain white or blue - worn tucked-in. It should be recently pressed or ironed
- Trousers - long beige or dark blue trousers, worn at the waist and tailored so that the bottoms just cover the tops of the shoes or beige shorts (both school issue only)
- Pullover - only school pullover may be worn
- Fleece - only school fleece may be worn
- Socks - plain white
- Shoes - clean and polished black leather (no suede, trainers/sports shoes or sandals)
- Hair is to be short, off the collar and not obscuring the face. Hair should not be dyed
- Belt - black leather.

### 7.2 PE and Drama

- All students should have their House T-shirt, which will be worn for all House sporting activities during the school year
- Only school PE kit may be worn in PE lessons
- House T-shirts, or other appropriate clothing may be worn for PE Extra Curricular Activities
- Only approved Drama clothes should be worn during Drama lessons
- Students should not wear a combination of school uniform, PE Kit or Drama clothes or footwear at any time and should not change out of school uniform, including changing into trainers, before leaving school.

We expect that parents and students will support this dress code by ensuring that only correct items are bought, that worn or frayed clothing is replaced promptly and that students leave home appropriately dressed.

## 8. Lunch

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Students eat their lunch in the Dining Hall. Meals are included in the school fees. Menus are available on the school portal and website at:

<http://bit.ly/bvislunchmenu>

## 9. Equipment

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### 9.1 Equipment

Students will be given all the relevant exercise books, files and folders needed for their lessons. Every day, children should bring the following equipment from home:

- A large pencil case to store pens/pencils etc and calculator
- It is also a good idea to bring in a folder, with file dividers, to keep worksheets and loose papers tidy, together with a notepad of lined paper
- All equipment and books should be carried to school in a sturdy bag which is sectioned off to help organise equipment effectively and prevent damage to any of the materials being carried. The bag should fit into the student locker provided at school.

**Calculators:** Students need to have a scientific calculator - these should not be programmable or graphical. It is a good idea to buy a spare battery at the same time as buying the calculator and keep the instruction booklet safe. Please label the calculator with your child's name.

### 9.2 Computer Equipment / 'Bring Your Own Device' (BYOD)

Each student is expected to bring their own device to school each day. For students in Years 7, 8 and 9, this has to be an Apple iPad. For students in Years 10, 11, 12 and 13 this should be a laptop. These devices could be used in almost every lesson, and often homework tasks will be set through Google Classroom.

Please see the Learning Technologies booklet for more information of the required specification or contact the Secondary Office for more information.



### 9.3 IT pledge

All students are expected to sign a pledge which parents also counter-sign.

The computer network is owned by the school and is made available to students to further their education. The school's Network Use and Internet Pledge has been drawn up to protect all parties - the students, the staff and the school. Below is an example of the IT pledge.

Students using the network or accessing the internet should sign a copy of this Pledge and return it to their Form Teacher. Parents are asked to sign the document as acknowledgement that they have discussed its content with their child.

- Activity which alters or corrupts others' work will be treated as vandalism
- Students may not alter default settings on the school's computers or software
- All internet activity should be appropriate to the student's education
- Access should only be made via the authorised account and password which should not be made available to any other person
- Activity that threatens the integrity of the school IT networks or activity that attacks or corrupts other networks is forbidden
- Students will be given their own school email account which they should use only under teacher direction and not use other web-based email
- Users are responsible for all email sent and for contacts made that may result in email being received as it can be forwarded or inadvertently be sent to the wrong person. The same standards regarding language and content should be applied as for letters or other media
- Students may not access chatrooms, use 'Messenger' or play/download games. The use of the school network for personal financial gain, gambling, political purposes or advertising is forbidden.
- Students must conform with all copyright laws and protocols
- Posting anonymous messages and forwarding chain letters is forbidden. Posting negative comments or harmful gossip about classmates is taken very seriously by the school - whenever or wherever posted
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden
- Appropriate use during activities will be made clear by the activity leader.

Instances of improper use of the internet or the network will be dealt with by senior teachers at BVIS. In such cases, the school reserves the right to examine or delete any files that may be held on the school network or to monitor any internet sites visited.

Name (Student) \_\_\_\_\_ Form \_\_\_\_\_

Signed (Student)

(I agree to abide by the conditions above.)

Signed (Parent) \_\_\_\_\_ Date \_\_\_\_\_

(I have read the statement above and have discussed the conditions with my child.)

### 9.4 Lockers

At the beginning of each year, all students are issued with a locker. Students are responsible for bringing their own padlock for their locker, with combination locks being recommended for any students who might otherwise forget their key. Form tutors will keep a log of combination codes in case a student forgets. These lockers are for looking after any valuable items that they bring to school. Electronic equipment, e.g. mobile phones, mp3 players, should not be used between 08:30 am and 15:00 pm and should be kept in lockers between these times. Students should also use their locker to store their bag during the school day, only taking the relevant books and equipment to each lesson - there is time at the ends of break and lunch for students to visit their locker before the next lesson.

### 9.5 Printing at school

Students may be required to print their work at school if directed to do so by a teacher (for display, for example). There is a record kept for each pupil and more general printing should take place at home.

## 10. Medical Information

The school nurse in the health centre works together with the teachers and staff to provide a high level of care for children who are sick or hurt during the school day. However, to reduce the chances of spreading infection and making other children ill, please do not send or bring your child to school if he/she has any of the following:

- Fever
- Diarrhoea
- Vomiting
- Contagious disease
- Head lice

Please remember to inform the school if your child is absent because of illness by calling Reception on 024 6266 8800.

A child with an infectious condition (a disease or illness which can easily be passed on to other people) will be sent home. They may come back to school when the risk of infecting other children has passed. Please call the school to let us know if your child becomes ill with an infectious condition. We can then watch and monitor other children for similar symptoms.

### Nurse

A fully qualified nurse is on-site during school hours. Her office is located on Level 1 of the Secondary School building.

To visit the school nurse, all students must get permission from their class teacher, written into their Student Diary. For example, a student needing to visit the nurse during registration should go to the Form Teacher for permission. Students needing to visit the nurse at 9:00 should go to Period 1 and ask their Period 1 teacher.

For students who arrive at the nurse during break or lunch, the nurse will e-mail the Form Teacher, Head of Year and next subject teacher.

Parents may check their child's Student Diary for evidence of all visits to the school nurse.

For further information regarding the Medical Policy and procedures, please see below in the relevant section.

## 10.1 Medical policy

Students must NOT bring medication to school and take it without adult supervision. The school nurse will look after medicines (in the original container) sent in with a child and will supervise the student taking them in the infirmary in the correct quantity at the proper time. Medicines will only be given if there is a written and signed note from a parent/guardian.

The school policy requires that only the nurse is to give medicines where it is clear that they will help control pain or fever. On the understanding that it is not always easy/necessary to contact parents or guardians, we will not always ask for permission before giving medication for pain relief or fever. However, if you do not wish any medication to be administered to your child by the school nurse without your authority please let us know through the Medical Consent Form. Please indicate if there is any reason why your child should not be given a particular type of medicine (e.g. an allergy). This information will be passed on to the school nurse and recorded on the school's management information system for future reference.

Antibiotics will not be given to any pupils unless they are prescribed by a doctor. Students with conditions which require the use of antibiotics should see their own doctor for the prescription and must hand the medicine in to the nurse if they need to take it during the school day.

## 10.2 Accident policy

### For common complaints, e.g. headaches, period pains

Minor incidents (scrapes, cuts, etc.) will be dealt with as deemed appropriate by the school nurse, teacher or assistant, using basic first aid techniques. An Accident Report Form will be completed at school and retained as a record of the event.

If, in the opinion of the nurse, the student is too ill to remain in school and has been with the nurse for at least an hour or more, then parents shall be contacted and asked to take the student home.

### 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 compulsory medical insurance 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 hospital procedure and payment.

### Allergies/Ongoing medical problems

Please ensure that the school Medical Form has been completed and returned to school. If you have not filled in this form, please request one as soon as possible from the school office. Parents should notify the school in writing and speak to your child's teacher about any new allergies (regarding food or medication) that your child may have, or any change in the contact details or medical condition. From time to time we will ask parents to update the information we have by asking for a new form to be completed.

## 11. Security Procedures

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### 11.1 Visiting school

Parents are always welcome at the school. It is advisable to make an appointment to ensure that the relevant person is free. Please call the Reception on 024 6266 8800.

Visitors should collect an Identity Tag at the guard-house. These visible tags indicating visitor status should be worn for the duration of a visitor's time on campus.

### 11.2 Beginning of a week day

No visitors before 08.00 unless by prior arrangement.

### 11.3 End of a week day

No entrance by visitors after 17.00 unless by prior arrangement.

No entrance by parents/pupils after 18.00 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.

### 11.4 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 Secondary or Principal.

### 11.5 School bus

We have school buses servicing many districts. The buses are fitted with seat belts and all staff and students are required to use them. There is a monitor on each bus who has a mobile telephone in case of an emergency. If you would like further details of the bus service please contact the office staff. Availability of the school bus service may be limited and is on a first come first served basis.

Pick-up: it is important to be ready when the bus arrives so that it can continue on its route without delay.

Drop-off: Parents must collect their child promptly; we do not supervise at drop-off points. If children are left unsupervised then alternative arrangements will need to be made for transport.

Bus Fees are revised annually - please check with Admissions Office.



### 11.6 Break times

There are always staff on duty to supervise children in the outdoor areas and dining hall.

There are designated areas for pupils of differing ages to play various types of sports and activities during this time.

### 11.7 Play area apparatus

Children should keep their shoes on in the play area and wear the correct footwear at all times. There are also areas where children can sit quietly, if they wish.

### 11.8 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.

### 11.9 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.

Essential to this process are the Form Tutors who have regular contact with the students and maintain academic and behavioural overview of the students in their form. They are fully assisted by the Key Stage Coordinator.

The school's Personal, Social and Health Education (PSHE) programme is a very important part of this and will be overseen by the Key Stage Coordinator.



### 11.10 Fire safety, Lockdown and Evacuation drills

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.

### 11.11 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. We also record daily air quality, humidity and temperature. If, in line with the stated aims of the policy, the air quality is considered to be detrimental to health, we will take necessary precautions with regard to outdoor activities and sports fixtures.

### 11.12 Smoking

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

### 11.13 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.

## 12. Valuables

### 12.1 Valuables

BVIS students are encouraged to keep all valuable equipment, such as their iPad or laptop, safely in their locker when they are not in lessons. Students are discouraged in bringing any further valuable items into school. Every student should have their own combination lock and give the number to their Tutor as a safeguard against being locked out of their personal locker.

Students are allowed to wear small items of jewellery as per dress code regulations. Any item of financial or sentimental value should be left at home. The school cannot accept responsibility for loss in the case of students failing to observe these instructions.

For PE lessons, students should hand in watches etc - this system is designed to promote safety in PE lessons but it is not designed for the secure deposit of items and is therefore based on trust. If in doubt, use

your locker on PE days. All students are provided with a personal locker for this reason. Students should never leave money or valuables in the changing rooms or in their bag.

BVIS cannot be held responsible for any valuable items that go missing at school. No student should be leaving their wallet unattended in a classroom or the changing room either for a double lesson or after school.

In the unfortunate event that any valuable item does go missing, it is essential that the student tells a teacher, preferably their Form Tutor, as soon as possible, as this will increase our chances of recovering the lost item.

Students coming to school on a bicycle should make sure that it is chained/locked at all times.

### 12.2 Lost property

A lost property area is managed by school receptionists. Named items will be returned to students via their Form Teacher. Students should seek to look after their own belongings carefully.

### 12.3 Mobile phones

Students may bring mobile phones to school for use before and after school. During the day they should be kept switched off and in their locker. If anybody needs to make a call home during the day they may use the school phone situated at Reception. If mobiles are used around the school, students may find that their mobile phones are confiscated to be returned at a later stage.

### 13. Withdrawal Notification Form

In the unlikely case that this situation would arise, parents would need to fill out the school's standard Withdrawal Notification Form and submit it to the school Accounts office 90 days before the intended departure of the student. This will ensure parents obtain a proper refund (inclusive of deposit).

### 14. Anti - Bullying Policy

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Who to tell in the first instance:

- Form Teachers
- Pastoral Care Coordinator
- Head of Secondary
- Principal

See Contact Sheet overleaf.

### 15. Sex Education

Letters to parents are sent home in advance of instruction in sex education.

## 16. Contact

### 16.1 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. A period of no more than 48 hours should elapse before replying to an email.

### 16.2 Contact sheet

No	Full Name	Position - Subject	Tutor Group	Email
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5	Ioan Morgan	Key Stage 4 Coordinator/ English	Yrs 10-11	ioanmorgan@bvishanoi.com
6	Chris Dale	Key Stage 5 Coordinator/ Business and Economics	Yrs 12-13	christopherdale@bvishanoi.com
7	Jordan Anderson	Head of English	12V	jordananderson@bvishanoi.com
8	Kirstin McKie	Head of Media Studies/ English	11B	kirstinmckie@bvishanoi.com
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## II. ACADEMIC INFORMATION

### 1. Curriculum

The Secondary Curriculum is divided into 'Key Stages' which follow on from Primary:

Primary School							
	Key Stage 1			Key Stage 2			
Year	F3	Y1	Y2	Y3	Y4	Y5	Y6
Age	4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11

Secondary School							
	Key Stage 3			Key Stage 4		Key Stage 5	
Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17	17 - 18

Depending on when student enrol, they will reach high literacy levels in both English and Vietnamese by the end of Primary school before gradually increasing exposure to English to meet the demands of external examinations in the Secondary school. Most subjects will be taught in English but Vietnamese literacy will be also be given a high priority in the timetable.

The curriculum, adapted from the National Curriculum of England, will provide an excellent foundation in preparing students for courses in Key Stage 4 and 5 which will lead to Cambridge International Examination IGCSE and A Level examinations.

Cambridge International Examination courses are offered in over 9,000 schools in 160 countries world-wide. Their qualifications are internationally recognised for entrance purposes by all of the major universities in the world.

Subjects are taught in either English or Vietnamese. The chart below shows the number of 50 minute lessons for each subject per week, where 'v' denotes a subject taught in Vietnamese.

Year 7 - 10 Core Subjects	Y7	Y8	Y9
English language, literacy & literature	6	6	6
Maths	4	4	4
Science	4	4	4
Vietnamese Lang - Lit	2v	2v	2v
Vietnamese Humanities	2v	2v	2v

Foundation Subjects			
History - Geography	2/2	2/2	2/2
Art/Music/Drama	1/1/1	1/1/1	1/1/1
ICT	1	1	1
PE	2	2	2
Tutor/Assembly	1/1	1/1	1/1
<b>Total</b>	<b>30</b>	<b>30</b>	<b>30</b>
% English - Vietnamese	~ 85:15	~ 85:15	~ 85:15

Year 10 - 11 Core Subjects	Y10	Y11
English language, literacy & literature	5	5
Maths	4	4
Science	6	6
3 options (Art, Business, Drama, Geography, History, Computer Science, Music, PE)	3x3	3x3
Vietnamese Lang - Lit	1v	1v
Vietnamese Humanities	1v	1v

Foundation Subjects		
PE	2	2
Assembly/PSHE	1/1	1/1
<b>Total</b>	<b>30</b>	<b>30</b>
% English-Vietnamese	93:7	93:7

Year 12 - 13 Core Subjects	Y12	Y13
PE	2	2
Assembly/ PSHE	1/1	1/1
Vietnamese Lang - Lit	1v	1v
Vietnamese Humanities	1v	1v

Option Subjects		
3 or 4 options (Art, Business, Economics, Geography, Computer Science, Maths, English, Physics, Biology, Chemistry, Media Studies, Psychology)	4x6	4x6
<b>Total</b>	<b>30</b>	<b>30</b>
% English-Vietnamese	93:7	93:7

For more information please contact Admissions Office:

**Phone:** (024) 6266 8800 - 888/889

**Email:** bvisroyal@bvishanoi.com

**Website:** www.bvishanoi.com

## 2. Textbooks

Any textbooks used are provided by the school as part of the school fees and most of the books are purchased from the United Kingdom and are linked to the Programmes of Study or Exam Syllabuses. Some subjects issue more than one textbook and collect them in when not needed. Students are permitted to take textbooks home for their on-going study but they are required to keep books in good condition.

Books are issued via the library and recorded against a student's name. They are the property of the school and if damaged or lost, charges may be levied against that student.

## 3. Assessment

### 3.1 Plagiarism

Integrity is a core value in the BVIS Mission Statement. Academic honesty is required of all students, particularly when submitting coursework for IGCSE and International A Level. The BVIS policy offers guidance on how to source, quote and reference others' work.

### 3.2 Exams

Internal examinations take place at least once a year, with examination groups having two occasions to show their learning and to become fully familiarised with the examination requirements. A timetable of examinations will be published in due course for parents and students attention. Please note that for some subjects, such as PE or Drama, an end of year exam is not suitable so there are other means of assessment used at this time.

### 3.3 Assessment and Reporting

Students are continually assessed by various means. Each year, progress is reported to parents as follows:

- One report at the end of each term
- Two interim reports
- One Parents' Conferences

See Reporting Calendar.

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

## 4. Academic Support

### 4.1 English as an additional language (EAL)

Students' fluency in English and ability to learn in English is continuously assessed by the English Department. The English Stage test is taken by students twice a year so that their progress can be closely monitored and then shared with parents. We use an eight-point scale of 'Stages' to describe a student's level of English for speaking, listening, reading and writing. When a student reaches Stage 5, they are able to function without support in a mainstream class.

Stage 1	Beginner
Stage 2	
Stage 3	Elementary
Stage 4	
Stage 5	Intermediate
Stage 6	
Stage 7	Advanced
Stage 8	

### 4.2 Vietnamese as an additional language (VAL)

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

### 4.3 Learning support

Students with Special Educational Needs are catered for, in the first instance, by a differentiated curriculum. They may also receive support within class or be withdrawn from lessons for specialist help. These actions will follow a period of evaluation leading to an Individual Education Plan. Parents will be consulted and advised of progress accordingly.

## 5. Behaviour and Discipline

### 5.1 Discipline

Student behaviour is very good at BVIS, and so almost every incident will be dealt with by the subject teacher or the teacher on duty. However, Form Teachers will nevertheless be kept informed as they have both regular contact with, and an academic and behavioural overview of, the students in their form. If necessary and for the occasional more serious incidents, senior teachers may become involved.

### 5.2 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 the 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.
- Student should wear the correct uniform and should take pride in their appearance.

### 5.3 Rewards

BVIS operates a positive behaviour strategy in which it is seen to be more profitable to reward good behaviour, work ethic or attitude. House points, certificates of excellence and public recognition help to enforce our code of conduct and expectations.

### 5.4 Behaviour Management

#### Specific School Sanctions

There are two parallel systems of sanctions, each designed to be maximally effective in ensuring good behaviour and productive learning.

The general behaviour system provides three levels of sanctions, focussing on providing monitoring and support for students who go off track.

The Independent Study detention system provides four levels of sanction, designed to ensure that Independent Study is completed to the best of a student's ability and submitted on time. For persistent problems, this system is more punitive.

Parents are informed if problems become persistent or more than simple cases of high spirits or occasional lapses.

The following tables summarise the systems from a student's perspective.

#### General Behaviour System:

What Level	What might I have done	Who will deal with me	What are the potential consequences
<b>A</b>	<ul style="list-style-type: none"> <li>• Failed to bring basic equipment</li> <li>• Incorrect uniform</li> <li>• Dropping litter</li> <li>• Chewing gum</li> <li>• Lateness to school, a lesson or activity</li> <li>• Missing two activities per term without informing the activity leader</li> <li>• Use of mobile phone &amp; other electronic equipment in contravention of the guidelines for use.</li> </ul>	Teacher, Possibly your Form Tutor or Head of Year	<ul style="list-style-type: none"> <li>• Reprimand, confiscation, litter duty, loss of part of break or lunch time (supervision), activity</li> <li>• Supervision, moved to another seat in class, note in diary.</li> <li>• Form Tutor may be informed.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Repetition of poor behaviour</li> <li>• Defiance</li> <li>• Lack of respect for other students</li> <li>• Graffiti</li> <li>• Disruption</li> <li>• Continued lack of commitment resulting in poor performance</li> <li>• Smoking</li> <li>• Bullying</li> <li>• Truancy from a lesson</li> <li>• Discrimination or harassment</li> </ul>	Key Stage Coordinator Assistant Head	<ul style="list-style-type: none"> <li>• Detention.</li> <li>• A behaviour report is logged on SIMS.</li> <li>• May be placed on a Monitoring Report.</li> <li>• Internally excluded, given a community punishment or similar.</li> <li>• Parents informed in writing</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Persistent failure to comply with school rules</li> <li>• Truancy from school</li> <li>• Refusal to comply with the instructions of a member of staff</li> <li>• Swearing at a member of staff</li> <li>• Theft, arson or vandalism</li> <li>• Severe bullying</li> <li>• Severe discrimination or harassment</li> <li>• Possession of a banned substance</li> <li>• Substance abuse</li> </ul>	Assistant Head Head Teacher	<ul style="list-style-type: none"> <li>• Parents informed.</li> <li>• Logged on SIMS record.</li> <li>• Pastoral Monitoring Programme</li> <li>• Possible exclusion.</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Possession or supply of an illegal drug</li> <li>• Substance abuse on campus or at a school event</li> <li>• Second positive hair sample drugs test</li> <li>• Carrying an offensive weapon</li> </ul>	Head Teacher Principal	<ul style="list-style-type: none"> <li>• Immediate permanent exclusion.</li> </ul>

### Independent Study Detention System:

What Level	What might I have done	Who will deal with me	What are the potential consequences
<b>A</b>	<ul style="list-style-type: none"> <li>Failing to submit homework</li> <li>Poor behaviour within lessons</li> <li>Lack of progress in line with their ability</li> <li>Failure to bring basic equipment</li> <li>Plagiarism or cheating</li> </ul>	Subject teacher	<ul style="list-style-type: none"> <li>Reprimand, chance to submit later</li> <li>Lunch time supervision, with subject teachers and a chance to complete work well</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>Failing to attend a subject teacher supervision</li> <li>Failing to submit homework - repeated offence</li> <li>Continuing poor behaviour within lessons</li> <li>Continued lack of progress in line with their ability</li> <li>Plagiarism or cheating (repeated offence or in assessed pieces of work)</li> </ul>	Head of Department Form Tutor Key Stage Coordinator	<ul style="list-style-type: none"> <li>Parents informed</li> <li>Logged on MIS</li> <li>Head of Department detention (45 mins after school)</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>Persistently failing to submit homework</li> <li>Failing to attend a properly notified Head of Department</li> <li>Detention</li> <li>Plagiarism or Cheating in assessed pieces of work</li> </ul>	Key Stage Coordinator Assistant Head	<ul style="list-style-type: none"> <li>Parents informed</li> <li>Logged on MIS</li> <li>KSC Monitoring Report</li> <li>Detention (1 hr after school)</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>Serious or persistent problems with the above, indicating defiance or lack of commitment to improve</li> </ul>	Head Teacher Principal	<ul style="list-style-type: none"> <li>Parents informed.</li> <li>Logged on MIS</li> <li>KSC monitoring</li> <li>Detention</li> <li>Possible Exclusion</li> </ul>

### 6. Extra-Curricular Activities (ECAs)

All students are offered the opportunity to participate in a range of activities (ECAs) outside of normal school hours. The ECA programme aims to be an enrichment programme which has two main categories: participation in a wide variety of activities to gain experience and enjoyment; and school coached teams or activities leading to events such as a school play, sporting competition or musical performance. Most of these activities run from 15:10 to 16:10 unless otherwise stated. Some activities are run by external providers. If students choose those clubs, parents will be expected to pay for them, as an additional cost.

### 7. Trips

Preparation: as far as is practical, staff will conduct risk-assessments in advance of school trips to ascertain:

- Availability of suitable personnel
- Quality and layout of accommodation
- Security of site, especially after dark
- Nearby temptations for students
- Accessibility and safety of transportation
- Availability of medical help in an emergency
- Dangers inherent in the site itself
- Dangers inherent in the activities planned.

Letters and packs will then convey the following information to parents:

- Trip aims
- Final itinerary
- Equipment/packing list
- Contact phone numbers for additional information prior to departure
- Medical and consent forms.

All students are expected to participate, as part of the school's curriculum.

### 8. Homework - Independent Study

All students are given homework tasks every day. The tasks are designed to aid deeper reflection and the development of good independent study skills.

Aims

- To provide students with the opportunities both to prepare for and to develop further work carried out in class
- To consolidate and extend students' learning
- To contribute to the assessment of students' learning
- To contribute to the evaluation of teaching
- To promote independent study and research skills
- To exploit learning opportunities less readily available in the classroom
- To develop home-school partnerships.

Student diaries are used to record all set homework. They may also be used to promote regular dialogue with parents. They should be regularly checked by teachers and parents to encourage their use as "study aids". Time spent on homework varies according to the nature of the homework, the ability of the student and their diligence and motivation. Sometimes homework is: learning for a test; research in advance of the next topic; ongoing as part of a longer term project. Usually three pieces of homework per evening are assigned. All of this means that the following should be viewed as a broad guideline:

The expectation is that students will undertake these tasks for themselves. It is not considered helpful for the academic development of the students if tutors, parents or older siblings assist with these tasks. It is also expected and highly recommended that students will read for a minimum of 20 minutes a day. It is important that they read in both languages.

Year Group	Suggested Timings
Year 7 and 8	Approx 30 minutes per subject, 3 subjects per night, Mon-Fri
Year 9	30 - 40 minutes per subject, 3 subjects per night, Mon-Fri
Year 10 and 11	40 - 50 minutes per subject, 3 subjects per night, Mon-Fri
Year 12 and 13	Up to 60 minutes per subject, but also longer team work; research and assignment writing

## 9. House System

### 9.1 Houses

Students are allocated a House for Inter-House competitions, be they sporting or cultural. House T-shirts are to be purchased as part of the uniform.

- Dalat - Green
- Hue - Yellow
- Saigon - Blue
- Hanoi - Red



### 9.2 House points

A student is given a House Point or Sticker (recorded on their Housepoint Card), for excellence in class or for participation in extra-curricular activities. The accumulation of House Points takes place throughout the academic year, with Certificates being awarded after achieving the numbers below. These certificates are awarded publicly in assemblies to help promote excellence:

- Bronze Certificate - 50 House Points
- Silver Certificate - 100 House Points
- Gold Certificate - 150 House Points
- Platinum Certificate - 200 House Points
- Diamond Certificate - 250 House Points
- Titanium Certificate - 300 House Points

## 10. Assemblies

Weekly assemblies form part of the BVIS PSHE (Personal, Social and Health Education programme). Information concerning these assemblies is in the weekly newsletter.

## 11. Library

Textbooks for all subjects are issued to students via the Library. The bar-coded books are logged against the student's name. Whilst books remain the property of the school, they are the responsibility of the student who withdraws them from the Library. If books are lost, defaced or damaged, the student will be issued with an invoice to cover the cost of replacement.

## 12. . 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 growth for university entrance applications. Nord Anglia Education's partnership with the Juilliard School of Performing Arts in New York provides an unparalleled opportunity for all students with NAE schools. The Music programme was introduced in 2015. Dance has been introduced from the start of the new academic year in 2017 and the Juilliard Drama programme will come on stream from 2019.

### 12.1 Music and Instrument lessons

Music and the learning of a musical instrument is an important part of a BVIS education. The learning and appreciation of music makes use of different spheres of the brain and complements very well the broader curriculum on offer at BVIS. Students are therefore encouraged to begin, or to continue, learning a musical instrument.

Lessons in brass, woodwind or string instruments take place at lunchtimes and after school. Piano tends to be by private tutor. Lessons are taught by BVIS staff or peripatetic teachers, and incur an additional charge that must be paid for in advance.

## 12.2 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. It also help with problem identification and solving.

## 12.3 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.

## 13. Parent Support

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We find that when parents, school and child work in a harmonious relationship students make the most progress. We keep parents informed about the academic progress, plans and issues relating to their child(ren) through conversations, emails and web-based information. We welcome the support and interest of parents in their child’s education but also wish to convey that parents are, in the main, not the professional teachers and should not seek to take on that role.

By all means, parents should encourage their child(ren) to complete all homework tasks set and to read regularly books that are both stimulating and of an appropriate level. Listening to the child talk about their work helps to reinforce the knowledge in the child’s mind. If they cannot explain it, perhaps this is a sign that the student does not understand it or know it well enough. Gentle questioning can help to strengthen the child’s approach to their studies and the transfer of information to their longer term memory.

Parents should also refer to the section on Homework for guidance on what might be seen as inappropriate assistance. If parents would like to discuss any aspect of the curriculum or school life, they are very welcome to come and meet with the relevant members of staff. The school also holds information sessions and hope that many parents will come to attend.

