

Parent Handbook

Secondary School
2020-2021



**BRITISH INTERNATIONAL SCHOOL
HANOI**

A NORD ANGLIA EDUCATION SCHOOL

Welcome

A very warm welcome to the British International School Hanoi.

With our unrivalled campus and facilities, we are able to offer an exceptional education here in Hanoi. We welcome our new parents and look forward to developing a strong partnership with you as we build on our reputation as a premium international school.

Within this guide you will find useful information to help you communicate with our school and understand our routines, philosophy and approach to learning.

Please do not hesitate to contact me if you have any questions during the year.

Tim Webb

Head of Secondary

British International School Hanoi

Our Secondary School Strategic Statements

Pastoral: To ensure that everyone feels welcomed, cared for and supported within our distinctly British international environment

EAL: To ensure that the model for EAL provision is strategically organised and enables students full access to the curriculum

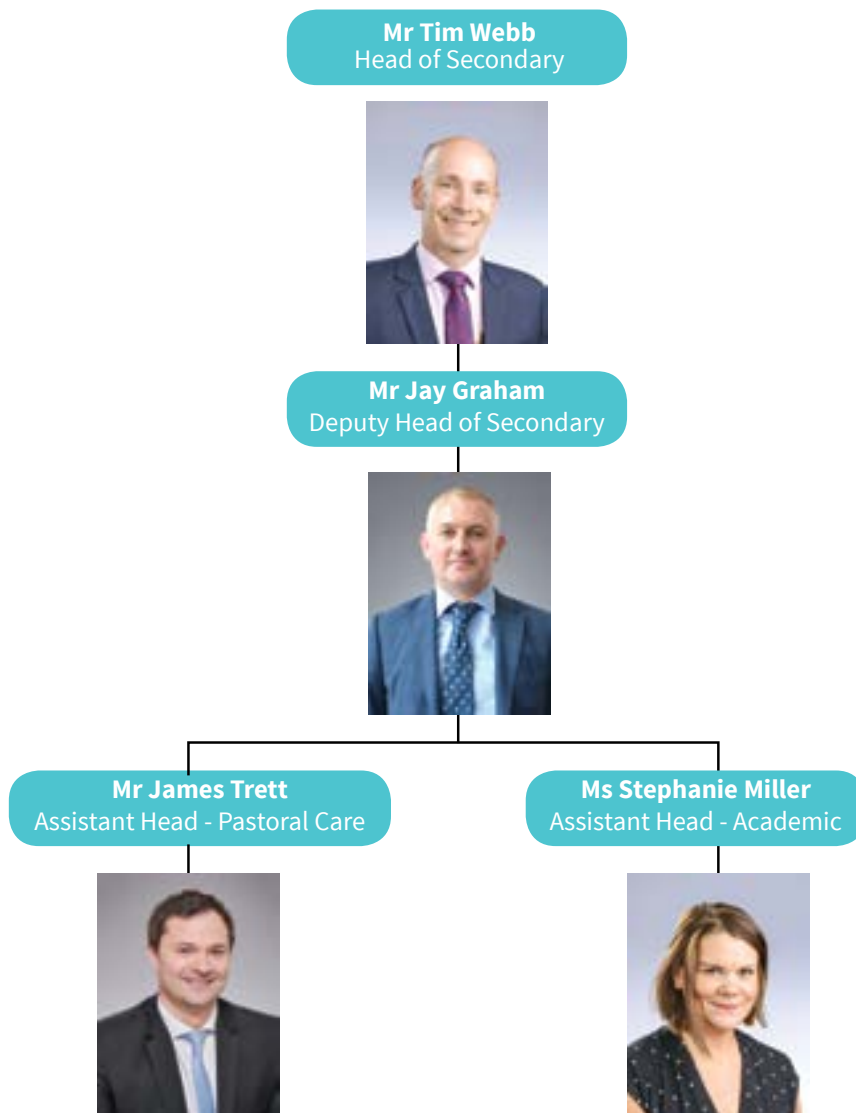
Curriculum: To present a balanced British international curriculum that inspires original thinkers and caring global citizens

Assessment: To ensure assessment practices are consistent and promote high expectations of student achievement both horizontally and vertically

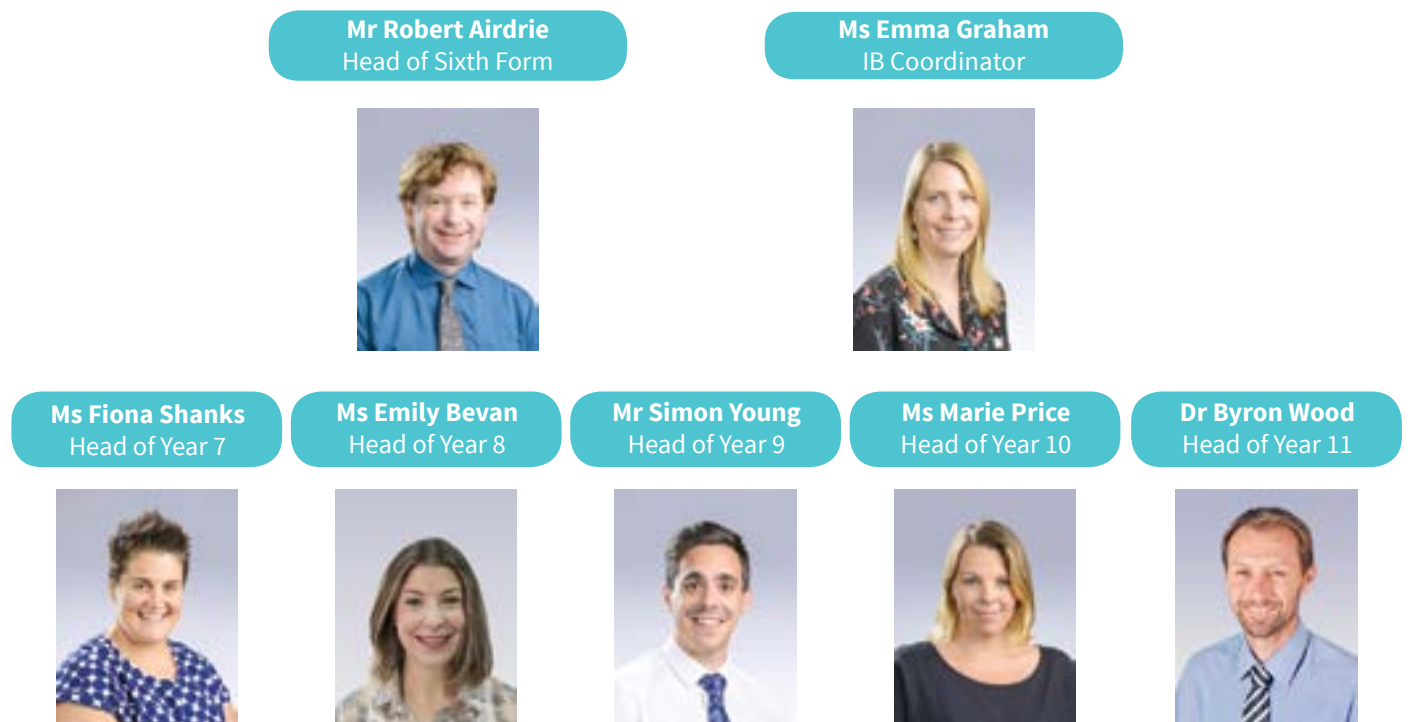
CPD: To establish a culture of personalised and strategic professional development

Operations: To implement excellent systems to support the children, curriculum, communication and continuity at BIS Hanoi

Secondary Leadership



Year Group Leadership



LINEs OF COMMUNICATION IN THE SECONDARY SCHOOL
STEP 1 - Form Tutors

Form Group	Tutor
7B	Mr Kieran Cousins-Cuckson keiran.cuckson@bishanoi.com
7I	Ms Natalia Buckley natalia.buckley@bishanoi.com
7S	Mr David Burke david.burke@bishanoi.com
7H	Mr Thomas Somerville thomas.somerville@bishanoi.com
8B	Mr Chris Grace christopher.grace@bishanoi.com
8I	Ms Georgina Dorr georgina.dorr@bishanoi.com
8S	Mr Paul Casey (Liam Yardley) paul.casey@bishanoi.com
8H	Mr Derrick Duggan derrick.duggan@bishanoi.com
9B	Mr John Bliss john.bliss@bishanoi.com
9I	Mr John Twemlow john.twemlow@bishanoi.com
9S	Ms Se Young An seyoung.an@bishanoi.com
9H	Mr Alex Hooley alex.hooley@bishanoi.com
9A	Mr Michael Tchakov michael.tchakov@bishanoi.com
10B	Mr Dan Langford daniel.langford@bishanoi.com
10I	Ms Eibhlin Goppert (Hannah Davis) eibhlin.goppert@bishanoi.com
10S	Dr Joseff Loft joseff.loft@bishanoi.com
10H	Ms Emma Thomas emma.thomas@bishanoi.com
11B	Mr Stephen Wheeler steve.wheeler@bishanoi.com
11I	Mr Anthony Prior anthony.prior@bishanoi.com Mr Jonathan Crofts jonathan.crofts@bishanoi.com
11S	Mr Andrew Pearson andrew.pearson@bishanoi.com
11H	Ms Salome Airdrie salome.airdrie@bishanoi.com Ms Elaine Flavin elaine.flavin@bishanoi.com
12B	Ms Lina Rojas lina.rojas@bishanoi.com
12I	Mr Simon Hoare simon.hoare@bishanoi.com
12S	Ms Emilie Lounis emilie.lounis@bishanoi.com
12H	Ms Victoria Black victoria.black@bishanoi.com
13B	Mr Phillip Mortimer phillip.mortimer@bishanoi.com
13I	Ms Amy Greenwood amy.greenwood@bishanoi.com
13S	Ms Paloma Lozano paloma.lozano@bishanoi.com
13H	Ms Sophie Peters sophie.peters@bishanoi.com

Step 2 - Heads of Year

Year 7	Year 8	Year 9
Ms Fiona Shanks <i>fiona.shanks@bishanoi.com</i>	Ms Emily Bevan <i>emily.bevan@bishanoi.com</i>	Mr Simon Young <i>simon.young@bishanoi.com</i>
Year 10	Year 11	Sixth Form (Year 12 & Year 13)
Ms Marie Price <i>marie.price@bishanoi.com</i>	Dr Byron Wood <i>byron.wood@bishanoi.com</i>	Mr Robert Airdrie <i>robert.airdrie@bishanoi.com</i>

Step 3 - Assistant Heads of Secondary

Pastoral Care	Academic
Mr James Trett <i>james.trett@bishanoi.com</i>	Ms Stephanie Miller <i>stephanie.miller@bishanoi.com</i>

Step 4 - Deputy Head of Secondary

Mr Jay Graham <i>jay.graham@bishanoi.com</i>
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Step 5 - Head of Secondary

Mr Tim Webb <i>tim.webb@bishanoi.com</i>
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Secondary Subject Leaders

Business Studies	Mr Jonathan Crofts <i>jonathan.crofts@bishanoi.com</i>
English	Ms Kate Wilson <i>kate.wilson@bishanoi.com</i>
Counsellor	Ms Lori Fairbairn <i>lori.fairbairn@bishanoi.com</i>
Humanities	Mr Shaun O'Callaghan <i>shaun.ocallaghan@bishanoi.com</i>
IB Diploma Coordinator	Ms Emma Graham <i>emma.graham@bishanoi.com</i>
Computing, Art and Design	Mr Paul Casey <i>paul.casey@bishanoi.com</i>
Learning Support	Ms Mary Gordon <i>mary.gordon@bishanoi.com</i>
Mathematics	Ms Kerry Fernandes <i>kerry.fernandes@bishanoi.com</i>
Performing Arts	Ms Rachel Howarth <i>rachel.howarth@bishanoi.com</i>
Physical Education	Ms Salome Airdrie <i>salome.airdrie@bishanoi.com</i>
Science	Mr Hollie Hudso <i>hollie.hudso@bishanoi.com</i>
Vietnamese	Ms Hai Nguyen <i>hai.nguyenthi@bishanoi.com</i>
Art	Ms Eibhlin Goppert <i>eibhlin.goppert@bishanoi.com</i>
International Award Coordinator	Mr Phillip Mortimer <i>phillip.mortimer@bishanoi.com</i>

Other Contacts

Secondary Assistant	Ms Duong Pham duong.pham@bishanoi.com
PA to Head of Secondary	Ms Hanh Nguyen hanh.nguyen@bishanoi.com
ECA Coordinator	Mr Alex Hooley alex.hooley@bishanoi.com

Email Protocol – Parents are welcome to make contact with senior teachers or with their child’s form tutor or subject teacher.

Email in Vietnamese should be sent to secondaryoffice@bishanoi.com

Email in Korean should be sent to: serah.oh@bishanoi.com



Home-School Partnership

Good communication between your home and the school can make a significant difference to the success of your child's education.

Absences

If a child is absent, with no communication from home, we will contact home within 2 hours of registration.

Attendance Policy

On the day of an absence:

- Before 9.00am, please inform the office and your child's form tutor by either phone or email. A suitable reason should be given to the staff together with specific symptoms if your child(ren) is 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.
- Upon notification of absence, your child's Head of Year will make a decision as to whether the absence is classified as authorised or unauthorised (further information below).
- When possible, it would be helpful to indicate how long you expect your child(ren) may be absent for.

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.
- Children who have been absent for medical reasons longer than 5 school days should return to school with a medical certificate, which should be brought to the Secondary Office. Our staff will take a photocopy and place it in the student's file.
- Any child returning from illness but still showing clear symptoms will be immediately sent to the nurse.
- It is the responsibility of the student to catch up with any work missed during this period of absence - this includes completing homework

that was set or submitted during the absence. Students should make it their duty to seek out teachers upon their return in order to catch up.

Authorised Absences:

Medical Absences will be automatically authorised to a point of 3 days. Following this time a medical certificate will be requested in order to authorise further absence. Students with regular absences for medical reasons may be asked to provide a medical certificate at any time. All other absences will only be authorised if they are deemed to be valuable to a student's learning e.g. educational visits, school interviews or the activity cannot be conducted out of school time and the school is notified well in advance e.g. visa applications. Absences for holidays, family business and other activities where the school has received no prior notification will be classed as unauthorised. The school can grant an authorised absence on compassionate leave e.g. funeral of a family member.

Admissions

Admissions are at the discretion of BIS. Parents are advised to submit the Admissions application form, accompanied by previous school report and the application fee. The Admissions team will contact parents regarding the entrance test. Where possible, the Principal or Secondary Headteacher will meet all applicants and their parents. Selection is based on places available and the applicants' suitability to follow the BIS curriculum. The Principal's decision regarding offers and year placement is final.

Insurance

All students are expected to be insured through their parents' 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. Again, it is strongly recommended to take out year-round family travel insurance.

Parents may wish to purchase insurance for their child which will cover them for the time they are in school

or engaged in school activities. For details of personal liability and accident cover please contact:

Marsh Corporate Risk Practice

32nd Floor, Lim Tower, No. 9-11 Ton Duc Thang Street, Ben Nghe Ward, District 1, Ho Chi Minh City, Vietnam
Tel : (+84) 28 6288 2399 | Fax : (+84) 28 6288 2379

Direct line: (+84) 28 6288 2309 | cuc.th.le@marsh.com
www.marsh.com | Marsh Vietnam Ltd

Lateness

Secondary students are late for school, if they arrive after 8:25 am. Students arriving late will be given a detention over morning break. Repeated lateness may result in a Saturday morning detention, which will be supervised by the Head of Secondary. Students arriving after 8:50 am must report to the Secondary Office before attending class, where they will be given their detention and a late slip for presentation to the class teacher.

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 extracted 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.

Leaving Early

If a student needs to leave early due to a dental/doctor's appointment or family reasons, they should bring in a signed note from home. If none is presented, we will phone home to check with parents. Students then sign out at the Secondary Office.

Letters Home

Most information is sent by email or through CHQ. Letters are sent home with students as required. Copies are kept with the secretary.

School Magazine

Our full-colour magazine, ESPRIT, reports on events and achievements and keeps parents informed of whole school developments.

Head of Secondary: Parent Questions

The Head of Secondary will meet with parents twice per year to answer questions from parents. All parents are invited to these meetings. Minutes will be published to all parents following each meeting.

Reports

Reports will show how your child is progressing using

the KS3 assessment system, IGCSE grades at KS4, IB Grade in KS5. An information evening early in the School year will give further information on this. We do not normally report using raw percentage scores.

Student Diary

The Student Diary is both the main way in which students learn to organise themselves and an invaluable method of communication between school and home.

Students use the diary every day to record timetables, homework and targets etc. 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.

Visiting School

Parents are welcome at any time although an appointment will ensure that the relevant person is free - call Reception on 024 3946 0435. We welcome ex-students to visit us but they should be contact the Secondary Office beforehand.

Withdrawal Notification Form

Parents need to fill out the school's standard Withdrawal Notification Form, 90 days prior to intended departure in order to obtain a proper refund (inclusive of deposit). Parents must make an appointment with the relevant Head of Year if they require references for a new school. We generally do not use other schools' forms but will supply our own standard reference form. Please ask to see a copy of our References Policy.

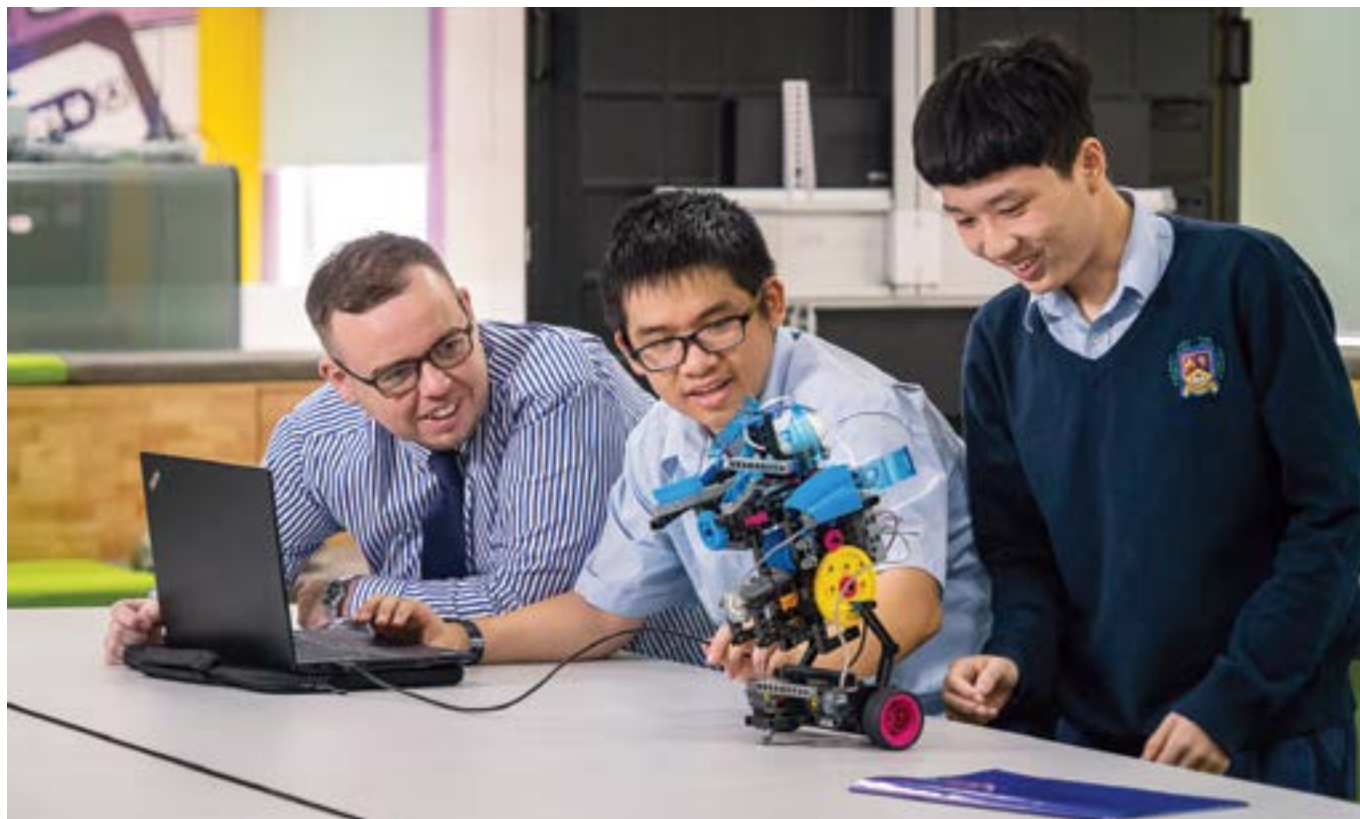
Yearbook

This will be sent home at the end of Term 3.



Teaching and Learning

Everything we do is focused on teaching and learning but the following points are essential to your child's progress.



Academic Honesty

At BIS we expect everyone to uphold the highest standards of integrity throughout their time with us, whether as a student or a member of staff. For students part of this is our code of academic honesty.

To be an academically honest student you must make sure any schoolwork is authentically yours, you must acknowledge whenever you use another's creativity or original work and you must always display proper conduct in exams. The following are examples of situations that should be unacceptable if you have integrity:

- Copying another student's answers for a piece of homework and saying you did it yourself.
- Copying and pasting images from the internet to use in Art coursework without acknowledgment.
- Copying and pasting large chunks of text from the internet into a History essay.
- Using any website service/ tutor service to write an essay for you.

- Using a private tutor to rewrite your work or have significant input.
- Copying any part of a musical score and using it as your own composition work.

To avoid these situations, always reference any book, website, journal and other material that you use in your work. Always use your own words and if you paraphrase, make sure you acknowledge whose words you are paraphrasing.

As a student of BIS Hanoi, you are responsible for the following:

- All work submitted must be your own authentic work (and you will be asked to sign that all official exam coursework is your own authentic work).
- All work submitted must be accurately and clearly referenced, if you have used someone else's original material.
- You are expected to review your own work to ensure that there is no material that could be construed as being used dishonestly.

- You must never allow anyone else to copy or use your work for dishonest purposes.
- You must not let any private tutor complete your homework, exam coursework or any school assigned tasks.

If you are not academically honest then the following are the consequences (dependent on severity):

1. Work to be re-done, note stating offence to be placed in student file, parents notified.
2. Work is given zero, written warning placed in student file, parents called in by appropriate member of staff i.e. Diploma offence – DP coordinator, KS4 offence – KS4 coordinator.
3. Exclusion following our behaviour plan.

Assessment Procedure and Marking (Key Stage 3)

The procedures outlined must be read in conjunction with the BIS Hanoi Assessment for Learning Policy; the vision of which is written below:

Vision

Our core purpose is to provide excellent teaching and learning opportunities. We are a learning focused school. At BIS we believe that assessment for, and of learning, is fundamental and underpins the school's philosophy, curriculum and everyday classroom practices. We believe that raising students' self-esteem is central to student achievement.

Assessment should therefore recognise and celebrate the achievements of all learners and should help all of our students to make the best possible progress. In particular, secondary assessment is designed to be consistent and promote high expectations of student achievement both horizontally and vertically.

Key Stage 3 Assessment

Effort

"Continuous effort – not strength or intelligence – is the key to unlocking our potential." Winston Churchill
At BIS Hanoi we pride ourselves on preparing students for an ever-changing world, where attitudes and not just skills, will set people apart.

In our mission to create caring global citizens, we believe it is vital that students value the importance of effective effort in their work in and outside of the lesson. We place a significant importance on the assessment of effort at BIS Hanoi and each report will contain information about the level of effort your son/daughter is applying to their classwork and homework in their individual subjects. A scale from 1 (outstanding) to 4 (requires improvement) will show you how much effort is applied to each of these areas.

Students who apply more time, thought and energy in their work, in and out of the classroom, are more likely to become risk taking and resilient individuals able to cope with the challenges of an ever changing global economy. In assessing effort, students are able to reflect on their own learning enabling them to take responsibility for their education whilst also allowing teachers to provide support in a timely and effective manner.

Be Ambitious

We have reviewed our assessment model over the past academic year and the way your son/daughter's report looks will be a little different.

Our new model consists of three categories of Learner Ambition: Ways of Being, Ways of Thinking and Ways of Doing. This move supports the development of key learning and process skills in our KS3 pupils and provides direct links to the IB Learner Profile.

- Ways of Being covers the development of our students to become effective communicators, risk-takers and caring individuals.
- Ways of Thinking provides opportunities for our students to become outstanding inquirers who can think at a deeper level, whilst being reflective about their learning.
- Ways of Doing will be the subject knowledge delivered by each subject.

Each ambition will be given a level based on the four Be Ambitious level descriptors (Exceeding, Expected, Developing, Supported).



Literacy:

- As many of our students are learning English as an additional language, it is imperative that all teachers share responsibility for language development. The codes listed in Appendix 2 should be used when marking, culminating in a literacy grade as per the assessment policy below.

Reports

The school reports on progress twice per year.

KS3 Ways Of Being

	Communicators	Risk takers	Caring
Exceeding	<ul style="list-style-type: none"> - I can communicate in a fluent, clear and engaging way. - I can write effective and well-structured texts, using specialist vocabulary which are well matched to the task, objective and context. - I can express original ideas confidently and creatively to a range of different audiences. - I can listen to and engage with the viewpoints of others. I incorporate different perspectives in group work. 	<ul style="list-style-type: none"> - I always seek out opportunities to try new ideas, approaches and concepts when appropriate. - I handle challenging situations with creativity, confidence and independence. - I always research and read around the subject to further my understanding and creatively and confidently apply my learning in a wide-range of contexts. 	<ul style="list-style-type: none"> - I always produce work which is carefully presented and shows I take pride in my learning. - I respect other points of view, even if I don't agree with them. I listen carefully and are empathetically when working with others. - I always seek opportunities to improve and enhance the quality of my work. - My behaviour is exemplary, modelling all of the aspects of the BIS Aide-Memoir.
Expected	<ul style="list-style-type: none"> - I can communicate in a clear and effective way. - I can write well-structured texts which contain specialist vocabulary and are appropriate to the task. - I can express original ideas confidently to different audiences. - I can listen to and respond to different opinions with integrity. 	<ul style="list-style-type: none"> - I regularly seek out opportunities to try new ideas, approaches and concepts when appropriate. - I handle challenging situations with confidence and I am comfortable with uncertainty. - I research and read around the subject to further my understanding and apply my learning in a wide-range of contexts. 	<ul style="list-style-type: none"> - I regularly produce work which is carefully presented and shows I am engaged with my learning. - I normally always show respect for other points of view, even if I don't agree with them. I listen carefully and work well with people from different cultures. - I regularly seek opportunities to improve and enhance the quality of my work. - I behave in a manner which meets the expectations of my teacher.
Developing	<ul style="list-style-type: none"> - I can communicate clearly and my spoken turns are sometimes effective. - I can sometimes write well-structured texts, occasionally including some specialist vocabulary. My writing is sometimes appropriate to the task. - I am developing confidence when speaking to an audience, using prompts. - I can listen to opposing viewpoints but needs assistance to argue more than one position. 	<ul style="list-style-type: none"> - With encouragement, I seek out opportunities to try new ideas, approaches and concepts. - With support, I can handle unfamiliar situations and ask questions when I am feeling uncertain. - I sometimes research and read around the subject to further my understanding and apply my learning in different situations. 	<ul style="list-style-type: none"> - I sometimes produce work which is carefully presented but need to try and do this consistently. - I can listen to the opinion of others and I am developing empathy to ensure I foster good working relationships with my peers. - I sometimes seek opportunities to improve and enhance the quality of my work. - I mostly behave in a manner which meets the expectations of my teacher.
Supported	<ul style="list-style-type: none"> - I can sometimes communicate clearly. - I can produce structured written work under support. I am beginning to use appropriate vocabulary and show an awareness of audience. - My speaking turns are short and rely on scripts for support. - I am able to listen to opposing viewpoints. 	<ul style="list-style-type: none"> - When directed, I attempt to try new ideas, approaches and concepts. - When faced with unfamiliar situations, I seek support and guidance, regularly asking questions when I am feeling uncertain. - I am beginning to research and read around the subject to further my understanding and apply my learning in different situations. 	<ul style="list-style-type: none"> - When reminded I sometimes produce work which is carefully presented. - I am trying to consider the opinions of others and recognise the benefits of working collaboratively in order to enhance their working relationships with peers. - When asked I use opportunities to improve and enhance the quality of my work. - My behaviour is mostly acceptable but I should try and remember to focus on my own learning progress.

KS3 Ways of Thinking

	Inquirers	Thinkers	Reflective
Exceeding	<ul style="list-style-type: none"> - I can independently develop my own lines of inquiry and use a wide range of sources and evidence to support my ideas. - I am consistently enthusiastic about my learning. I engage critically and participate actively in a range of activities that include questioning, experimentation and trialling. - I can appreciate variety of different views on the same topic and analyse and evaluate the strengths and limitations of different arguments. 	<ul style="list-style-type: none"> - I am a reasoned problem solver and I take responsible action on complex problems. - I am a passionate learner who consistently questions how and why things work and I am able to make complex connections to deepen my understanding. - I can apply critical and creative thinking skills to make reasoned/ ethical decisions and I am able to apply them in a wide range of situations. 	<ul style="list-style-type: none"> - I always reflect on my learning and independently set myself appropriate targets to improve specific areas of my subject knowledge. - I take the initiative to seek feedback from a range of people and ask thought-provoking questions to deepen my knowledge, understanding and application. - I always use a number of sources to support my knowledge and understanding and will seek opportunities to question, interrogate or fully explore new knowledge.
Expected	<ul style="list-style-type: none"> - I can complete my own lines of inquiry using methods given by the teacher and use a range of sources and evidence to support my ideas. - I take responsibility for my learning by engaging and participating in a range of activities that include questioning, experimentation and trialling. - I can understand and engage with different views the same topic and independently develop my own arguments. 	<ul style="list-style-type: none"> - I can solve problems and I am able to take action on complex problems. - I am able to question how and why things work and make logical connections to deepen my understanding. - I am able to use critical and creative thinking skills to make decisions in a range of situations. 	<ul style="list-style-type: none"> - I regularly reflect on my learning and I can set myself targets to improve my subject knowledge. - I always respond positively and actively to feedback given, to support and enhance my learning and progress. - I can make perceptive observations about the knowledge that is shared with me and am not afraid to ask questions to clarify or assess different perspectives.
Developing	<ul style="list-style-type: none"> - I can complete lines of inquiry by following teachers' instructions and use range of pre-selected sources and evidence to support my ideas. - I take increasing responsibility for my learning by engaging in activities that promote questioning, experimentation and trialling. - I can accept different views on the same topic and with support I can develop my own arguments. 	<ul style="list-style-type: none"> - I can solve basic problems and I am able to take simple action on problems. - I am beginning to question how and why things work and make basic connections. - I am increasingly able to use different thinking skills to make decisions in some situations. 	<ul style="list-style-type: none"> - I can reflect on my learning and I show an awareness of the areas I need to work on to improve my subject knowledge. - I am able to identify the progress being made in my learning and, with guidance, can begin to seek out ways to deepen my knowledge. - I am becoming active in the learning experience and can answer questions about the knowledge that is shared with me.
Supported	<ul style="list-style-type: none"> - I can use basic questions and follow simple methods to gain information. I use pre-selected evidence to support my ideas. - With support, I am expanding my knowledge base to engage in activities that promote questioning, experimentation and trialling. - I can accept straightforward views on the same topic and convey straightforward explanations in my own words. 	<ul style="list-style-type: none"> - I can solve basic problems with support and I am beginning to take simple action on problems. - When prompted, I can question how and why things work. - With support, I am able to apply some thinking skills to make decisions in some situations. 	<ul style="list-style-type: none"> - With support, I can reflect on my learning and recognise success and failure. - I can set myself basic goals based on the feedback provided by my teacher. - I form my opinions based on what I read or am told by other people.

Key Stage 4 Assessment

IGCSE Students

IGCSE students are awarded grades on a scale from A*-G, which is internationally standardised. Students present for five Progress Check Tests (PCTs) throughout Key Stage 4 prior to presenting for their final exams. PCTs are challenging exams that are designed as a teaching and learning tool. Grades are shared with students but are not reported to parents formally; instead, the school will report 5 holistic grades throughout the Key Stage. These grades will indicate how well a student is progressing towards their personal target grade. During the Key Stage, formative assessment is also used. The framework in Appendix 1 may be applied or an IGCSE grade.

11P Students

Three assessments in January, April and June lead to a grade point average (GPA) that is widely accepted by schools and universities.

Key Stage 5 (Sixth Form) Assessment

IBDP Students

IBDP students are awarded grades on a scale from 7-1, which is internationally standardised. Students present for five Progress Check Tests (PCTs)

throughout Key Stage 5 prior to presenting for their final exams.

PCTs are challenging exams that are designed as a teaching and learning tool. Grades are shared with students but are not reported to parents formally; instead, the school will report 5 holistic grades throughout the Key Stage. These grades will indicate how well a student is progressing towards their personal target grade. During the Key Stage, formative assessment is also used. The framework in Appendix 1 may be applied or an IBDP grade.

BIS Hanoi Diploma Students

Five assessments in January, April and June (Year 12) and November and April (in Year 13) lead to a grade point average (GPA) that is widely accepted by schools and universities.

BIS Hanoi Diploma students also present for PCTs five times during the Key Stage. PCTs are challenging exams that are designed as a teaching and learning tool. Grades are shared with students but are not reported to parents formally. BIS Hanoi students will also present for a selection of IBDP courses at the end of Year 13 but will not be awarded the IBDP.

Be Ambitious

KS3 Assessment Framework

The poster features a large white arrow pointing upwards, composed of three smaller arrows, with the text 'BE AMBITIOUS' in large white capital letters to its right. Below the arrow, the word 'UNDERSTANDING' is written in white capital letters. To the right of 'UNDERSTANDING', the word 'EFFORT' is written in white capital letters. Under 'UNDERSTANDING', there are four colored boxes: blue (EXCEEDING), green (EXPECTED), orange (DEVELOPING), and red (NEEDS SUPPORT). Each box contains a description of the level of understanding. Under 'EFFORT', there are four numbered boxes: 1 (blue), 2 (green), 3 (yellow), and 4 (red). Each box contains a description of the level of effort. At the bottom, there is a white box labeled 'ENGLISH USE' containing three levels: A - BASIC, B - INDEPENDENT, and C - PROFICIENT, each with a description. The poster is set against a black background.

BE AMBITIOUS

UNDERSTANDING

EXCEEDING
You have shown thorough understanding and evidence of learning from outside of the classroom in your work.

EXPECTED
You have shown a good understanding in your work and now need to challenge yourself (by following teacher comments).

DEVELOPING
You have shown a basic understanding in your work but need to improve (by following teacher comments).

NEEDS SUPPORT
You have shown little understanding in your work and need to see the teacher next lesson to discuss targets for improvement.

EFFORT

1 You go beyond expectation and challenge yourself in your work.

2 You always give your best effort, but now need to challenge yourself.

3 Your effort meets the minimum expectation of the teacher but it needs to improve.

4 You do not meet the standards the teacher expects and need to see the teacher next lesson to discuss targets for improvement.

ENGLISH USE

A – BASIC – You make many SPaG errors and use a limited range of subject vocabulary.

B – INDEPENDENT – You make some SPaG errors but are beginning to use of a range of subject vocabulary.

C – PROFICIENT – You make minimal SPaG errors and use a wide range of complex subject vocabulary.

WORD ANGLIA EDUCATION
The Ambitious

Appendix 2: Secondary Marking Key

To assist students in developing their English Language skills as quickly as possible it is important all teachers are involved in a uniform approach to marking English Language aspects of work. Whilst the English teachers will work on the more complex aspects of the language, it is helpful if all staff are supporting the development of basic literacy skills such as spelling and grammar. Please use the following key to communicate English Language errors.

CODE	MEANING	EXAMPLE (INCORRECT)	CORRECT	NOTE
A	wrong article (a / an / the)	<i>Linh is <u>an</u> new student at BIS. He was famous magician. Did you see a news on the tv last night?</i>	- a/ an usage according to first letter of the word - magician is a singular countable noun, and you are introducing the idea for the first time - the words 'news' is an uncountable noun, so the indefinite article 'a' cannot be used with it.	The rules for articles are extremely complex. Refer to the theory books in the Gdrive and the excellent "Teaching English Grammar" book for lesson plans and explanations for countable/ uncountable nouns and articles.
C	capitalisation	<i>I live in <u>hanoi</u>. Also, <u>i</u> believe the character feels annoyed.</i>	- a place requires a capital letter - capitalise the letter I when referring to yourself	Capitalise: - names of people and pets - titles of respects (Mr, Ms) - days, months, holidays but not seasons - titles of relatives when they are used as a name - names of places, buildings and monuments - direction words when referring to a region (HCM is in the South and we flew north east to Danang) - businesses and organisations
ICS	incomplete sentence	<i>Because he is tired.</i>		
L	linking word	<i>The main problem is the traffic. <u>Due to</u> currently there are too many cars on the road.</i>	- 'due to' is a transition word use to give a cause or reason, and here it is being used to state an example. A correct alternative could be: for example / for instance, to illustrate, to demonstrate.	
N	number: singular or plural	<i>Lord of the Flies has 12 chapter in total.</i>	- the noun is being used as plural, not a singular thing	
P	punctuation error	<i>I am going to raise my hand more in my history english and maths classes. When the letter came Max was too nervous to open it.</i>	- a list of three or more items requires commas; although different conventions are for/ against the comma before the conjunction :) - a comma is needed after a dependant clause that begins a sentence	
prep	wrong preposition	<i>We travelled <u>at</u> HCM by plane. It depends <u>of</u> the weather.</i>		
R	reference	<i>He bought the book then he read <u>the book</u>. After looking at her phone then the timetable, she lost it.</i>	- avoiding repetition makes our writing style more interesting - it is unclear which noun the pronoun 'it' is referring to	
RS	run-on sentence	<i>I enjoy English I also like to study French.</i>		

SP	spelling mistake	Paragraphs have <u>seperate</u> main ideas. The subject of a <u>sentens</u> is the person, place, idea or thing that is doing/ being something.		If a subject is singular, the verb must be singular. If a subject is plural, the verb must be plural.
SV	subject-verb agreement error	He always come late to class. The students <u>has</u> a lot of homework this week. My mum or dad <u>are</u> coming to the play. Pepperoni and cheese are great on pizza.	- an 's' is needed for 3rd person subject in the present simple tense - the subject is plural and therefore requires the plural form of the verb [have] - when using 'or' for a compound subject, the verb must agree with the subject closest to each. In this case, dad is a singular noun so the verb should be singular too [is]	This is a global error, occurring with the verbs 'to be' (is/are) and to have (has/had).
T	wrong verb tense	Last week they go to Sapa on a school trip.	- the action happened in the past; it is completed action and therefore should be written in the past simple [went]	Last week is a time expression commonly used with the past simple. Visit the tense section for different language points that match with certain English tenses.
VF	wrong verb form	The author has <u>writing</u> 5 novels so far.	the gerund (-ing verb) is being used incorrectly for the present perfect tense. The sentence form for present perfect tense is has/ have + past participle [past participle of write is written]	See verb form folder for a useful list of irregular verb forms, which students can stick in their books
WF	wrong word form (part of speech)	He speaks <u>quiet</u> . Lucy was <u>interesting</u> in the book about Space. Until recently, the river had <u>danger</u> levels of pollution.	- quiet is an adjective but the word is being used as an adverb, so it needs the ly- ending - the book had an effect on the person, so the <u>-ed</u> ending should be used. - danger is a noun ending in -er but the word is being used as an adjective, so it needs to have the -ous adjective ending.	> use -ed adjectives for an effect: an emotion or feeling > use -ing adjectives for a cause: things, places, people who are causing an effect. Example: the movie is boring, the viewer is bored.
WO	wrong word order (in sentence)	As our plane over the mountains <u>flew</u> , we saw snow. We eat in the cantina lunch.	- the verb should always follow the subject of a sentence - never put a place or time between a verb and the object	
WW	wrong word (vocabulary)	I like <u>hearing</u> to music.		
X	extra word, delete it	My friend <u>she</u> is from South Korea.		
!	silly mistake			
?	your meaning is unclear	The invention help comfortable.		
//	start a new paragraph	Therefore, I am studying hard. // In the future, I plan to study abroad in order to improve my knowledge.		
^	missing word / you forgot a word	I think the boy ^ excited about the arrival of his family.		
~	swap the word order	Please come <u>now</u> ~ <u>here</u> .	adverbs of time are usually put at the beginning or end of a sentence	This particular error code can just be used for two words that require swapping around. WO is for sentences.

Bring Your Own Device Policy

All secondary students are required to bring their own devices to each lesson. Guidance on the type of machine is contained in our booklet "Bring your own device - A guide for Students and Parents".

A few points to remember:

- Bring your device to every class - unless advised otherwise by your teacher.
- Make sure you start the day with a charged battery
- You are responsible for your device - lock it in your locker when not in classes.
- You must follow the Internet Use guidelines as printed below - you and your parents agree to these as part of your admission to the school.
- Your device must have a robust password - you are responsible for any internet access from your machine.
- Make sure work is backed up if this is not done automatically for you (eg Google Apps).

Curriculum

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

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

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

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 University IGCSE examinations and International Baccalaureate Diploma Programme examinations.

Cambridge University courses are offered in over 9,000 schools in 160 countries world-wide.

Established in 1968, the International Baccalaureate® (IB) Diploma Programme (DP) was the first programme to offer a genuinely international education to students aged 16-19. As of 22 May 2015, there are 2,795 schools offering the DP, in 143 different countries worldwide. These qualifications are internationally recognised for entrance purposes by all of the major universities in the world.

Please see the Curriculum Booklet for detail of Curriculum content.

Discipline and Sanctions

What level?	Example of poor conduct	Who will deal with it?	What might happen?
Warning	<ul style="list-style-type: none"> • Disturbing the learning of others. • Not paying attention 	Subject Teacher, Form Tutor or Duty Teacher	<ul style="list-style-type: none"> • Verbal warning • Name recorded • Move seat • Discussion after class • Tutor informed
Level 1 Sanction	<ul style="list-style-type: none"> • Failure to change behaviour after warning from a teacher. • Failed to bring basic equipment. • Incorrect uniform • Dropping litter • Chewing gum • Lateness to school, a lesson or activity. • Missing two activities per term without informing activity leader. • Use of mobile phone & other electronic equipment in contravention of the guidelines for use. • Low-level disruption in lessons. • Homework issues. • Poor behaviour during lesson changeover, break time or lunch. 	Subject Teacher, Form Tutor, Duty Teacher or Head of Department	<ul style="list-style-type: none"> • Loss of part of break or lunchtime detention. • Confiscation of device. • Tutor informed • Behaviour point recorded. • Apology to teacher/pupil • E-mail from tutor home • Placed on monitoring or Level 1 report.
Level 2 Sanction	<ul style="list-style-type: none"> • Repetition of poor behaviour (3 behaviour points in a half-term) • Defiance • Lack of respect for other students • Graffiti • Disruption • Continued lack of commitment resulting in poor performance. • Smoking (or vaping) • Bullying • Truancy from a lesson • Discrimination or harassment • Six marks on the behaviour plan in a half term. • Invasion of privacy • Repeated homework issues 	Head of Year	<ul style="list-style-type: none"> • Break/Lunch detention • Behaviour points recorded. • Level 2 report • Internally excluded, given a community punishment or something similar • Meeting with Parents • Key Stage after school detention for 1 hour. • Parents informed in writing and their support requested
Level 3 Sanction	<ul style="list-style-type: none"> • Nine marks on the behaviour plan in a half term • Persistent failure to comply with school rules • Truancy from school • Refusal to comply with the instructions of a member of staff • Theft, arson or vandalism • Severe bullying • Severe discrimination or harassment • Possession of a banned substance • Substance abuse • Lack of academic honesty 	Assistant Head of Secondary (Pastoral) Deputy Head of Secondary	<ul style="list-style-type: none"> • Senior Leadership detention • Meeting with Parents. • Parents informed in writing and their support requested. • Behaviour points recorded. • Level 3 report • Headteacher Saturday morning detention • Exclusion

Level 4 Sanction	<ul style="list-style-type: none"> • Possession or supply of an illegal drug • Substance abuse on campus or at a school event • Carrying an offensive weapon • Behaviour that endangers the safety of the school community. 	Head of Secondary Principal	<ul style="list-style-type: none"> • Immediate permanent exclusion
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EAL (English as an Additional Language)

Students' fluency in English and ability to learn in English is continuously assessed by the English Department. We use the Common European Framework (CEF) to measure progress. Students are continuously assessed.

English Level Description	CEF English Level	Information for consideration
Elementary	A1	Insufficient level to access curriculum effectively
Pre-intermediate	A2	Desired level for Year 7
Intermediate	B1	Desired level for Year 8
Upper-intermediate	B2	Ideal language level for Years 9 and IGCSE
Advanced	C1	Level required for immediate access to IBDP
Proficient	C2	Equivalent to native speaker

Equipment

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

- Water bottle (Clear with sports top)
- Red or green pen for self or peer marking
- Erasers
- Pencil sharpener
- A pair of compasses
- A protractor
- A scientific calculator
- Coloured pencils
- Scissors
- Glue-stick
- A long (30cm) ruler
- A large pencil case
- It is also a good idea to bring in a folder, with file dividers, to keep worksheets and loose papers tidy, and a notepad.
- 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 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.

IBDP Calculator: For all mathematical courses, students will be required to purchase a graphical calculator.

The IB will not allow students to use any calculator not authorised by them.

You WILL NOT be allowed to sit an exam with an alternative calculator.

The model of calculator required is TI NSpire CX (not CAS). The mathematics department will inform you of the approved suppliers

Exams

Internal: Late May or early June of each year.

IGCSE: Late April, May and early June (dates set by CIE).

IBDP: May (dates set by CIE).

Homework Philosophy

Homework is an important part of the learning process. Homework tasks should consolidate and/or inspire learning. Homework should not be seen as more of the same (a repeat of classwork). Homework should be designed to develop particular skills, learning habits or areas of knowledge.

Aims:

- To provide students with the opportunities both to prepare for and to further develop work done 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 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 one piece of homework per evening is assigned on a rota. All of this means that the following should be viewed as a broad guideline:

- Year 7 and Year 8: 30-60 minutes Monday to Friday
- Year 9: 60 minutes Monday-Friday and occasional weekends
- Year 10 and Year 11: 60-90 minutes Monday-Friday and occasional weekends

- Year 12 and Year 13: 60-90 minutes Monday-Friday and regular weekends

The following subjects will set homework to fit in with on-going projects.

- Art
- Drama
- Computing
- Music
- PE

Homework should take about 60-90 minutes each evening so each week's homework is a substantial piece of work, especially for able students.

Library

Textbooks for all subjects are issued to students by department. The bar-coded books are logged against the student's name. Books remain the property of the school; if they are lost or damaged, the student will be issued with an invoice to cover the costs of replacement.

Please see the Student Diary for Rules of Use

Textbooks

All textbooks 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 and are required to keep books in good condition. They are the property of the school and if damaged or lost, they must be paid for by the student.



Routines

Our school routines help keep your child safe and happy.



Bicycles

Students arriving at school must wear a helmet to be allowed to park their bicycle in the school.

Bus Service

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 the Admissions Office.

Calendar

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

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 newsletters or letters home.

CHQ

We use a programme called CHQ to manage our trips, expeditions and sports events. The system will email you all the relevant information and request you to give permission for your child to attend. Our standard liability waiver will also be attached. Please make sure your email details are always up to date. Please contact Secondary office (email: secondaryoffice@bishanoi.com) if you have any questions or concerns.

Computer Equipment

Students are required to bring in laptops for use in lessons but the school takes no responsibility for their loss or damage. Students should use their locker (with padlock) to store these when not in use. These laptops can be very simple and need not be high spec and expensive.

Fire Drills

A fire drill takes place each term. The fire alarm sounds for drills or for a genuine evacuation. Every drill is treated as a genuine fire and acted on accordingly with urgency and seriousness. Staff evaluate the students' response each time. The front area of the school is the meeting point for all staff and students.

ICT Guidelines

All students must provide their own device. This should have a 7"-screen, keyboard and a long battery life as a minimum.

Please see our BYOD Booklet for further details.

All students are expected to follow the rules below on the use of the internet whether on school computers or their own devices. Attendance at school implies acceptance of these rules.

The British International School Network Use and Internet Guidelines

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 Guidelines has been drawn up to protect all parties – the students, the staff and the school.

- 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 authorized account and password which should not be made available to any other person.
- Activity that threatens the integrity of the school ICT 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. An email 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.

- Activity which alters or corrupts others' work will be treated as vandalism.
- Students may not access chatrooms, use 'Messenger' programs or play/download games on the school network. Use for personal financial gain, gambling, political purposes or advertising is forbidden and copyright of materials must be respected.
- Students must not use the school's computer and network to run a business, use betting sites or engage in political activities.
- 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 BIS. 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.

Lightning Policy

BIS uses a lightning detector for PE lessons, break and lunch-times when the weather is bad. 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.



Lessons Timings

Period	Time	Duration
Form	08:30	20 minutes
1	08:50	50 minutes
2	09:40	50 minutes
Break	10:30	25 minutes
3	10:55	50 minutes
4	11:45	50 minutes
Lunch	12:35	50 minutes
5	13:25	50 minutes
6	14:15	50 minutes
Activities	15:05	50 minutes

Lost Property

A lost property area is managed by the Secondary Office. Students can collect any items they have mislaid.

Lunch

Students eat lunch in the Dining Hall. Meals are included in the school fees.

Lockdown Procedures

A lockdown will be initiated when a situation arises that requires the isolation (rather than the evacuation) of staff and students from an identified threat such as extreme weather, civil unrest or a violent intruder.

The Principal will commence the lockdown by repeating “Lockdown” three times through the campus PA system. Staff and children will remain in the classroom (or go to the designated safe area), turn off all the lights, lock the doors, close the blinds and wait silently for the “all clear” to be heard. The lockdown drill will be practised twice a year.

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, and for looking after any valuable items that they bring to school. 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.

Medical Policy

The school nurse in the infirmary 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 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 either calling Reception on 024 3946 0435 or by emailing the Secondary Office.

A child with a contagious disease (a disease 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 a contagious disease. We can then watch out for similar symptoms in other children.

Medication 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 and 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 the nurse only 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. 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.

Antibiotics will not be given to any pupils unless they are prescribed by a doctor. Pupils 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.

A careful record will be kept of any medication administered at school. If your child is given medicine, an email will be sent home with the details.

Accident Policy

For common complaints

Minor incidents (scrapes, cuts, etc.) will be dealt with as deemed appropriate by the school nurse, teacher or assistant, using basic first aid techniques. 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.

For serious illness/accidents

If a more serious accident (sports injury, broken bones, head injuries, fainting, etc.) occurs on school property during school hours, the child will be taken to the school nurse to be evaluated and an incident report will be made. If, in the opinion of the nurse and staff dealing with the incident, the student either needs to go home or to the hospital nominated on the Medical Form for further medical treatment, the parents will be contacted by telephone by the Nurse or by Head of Year/Key Stage Coordinators. If the parents cannot be contacted and it is thought appropriate, the child will be taken immediately to the nearest hospital. Every effort will be made to contact the parents. Where an accident or serious illness occurs on a school trip, the child will be taken to the best available hospital in the area and parents will be contacted as soon as possible.

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. Notify the school in writing and speak to your child's teacher about any new allergies (food or medication) that your child has, or any change in contact number or medical conditions. From time to time we will ask parents to update the information we have by asking for a new form to be completed.

Mobile devices

Students may bring mobile phones to school for use when allowed. During the day they should be kept switched off. If anybody needs to make a call home during the day they may use the school phone in Reception. Students may use their smart phone in class with the permission of the teacher.

If a phone is used incorrectly it may be taken from the student. It is usually returned at the end of the school day. The Head of Year will contact parents if a longer period of time is appropriate.

Newsletter

A weekly bulletin is sent home every Friday. Make sure that your email address (not your son or daughter's) is on our group mailing list.

Nurse

A fully qualified nurse is on site during school hours. Her office is located on the first floor of the common area. All students must get permission to visit the school nurse from their class teacher in their Student Diary. i.e. students needing to visit the nurse during registration 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 above in the Medical Section.

Printing at School

Students may print their work at school if directed to by the teacher (for display for example). General printing will take place at home or if at school, according to a personal quota.

Security

Visitors will collect an Identity Tag at the guard-house. This should be worn whilst on campus. They will also be given a Code of Conduct by which they must abide while on the premises.

Traffic

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, it is essential that drivers follow the school guidance exactly.

Uniform

The student dress code explains uniform requirements and how the uniform should be worn. It is printed in the Student Diary.

BIS Student Dress Code

General Appearance

Observing how the students wear their uniform often gives others lasting impressions of a school. Students who present themselves well will earn respect for themselves and their school because they have shown respect for their school, and pride in their appearance.

Girls

- School blouse – plain white, should be recently pressed or ironed (Year 12 & 13: Blue)
- Skirt – beige, school issue (Year 12 & 13: Blue)
- Pullover – only the school pullover may be worn (Year 12 & 13: Blue)
- Fleece – only the 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
- Make-up and/or nail varnish are not allowed
- Jewellery: small items will be allowed within reason
- The Key Stage Coordinators will decide whether what you 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.
- In winter - black tights and a black T-shirt

Boys

- School shirt – plain white – worn tucked-in, should be recently pressed or ironed (Year 12 & 13: Blue)
- Trousers – long beige 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) (Year 12 & 13: Blue)
- Pullover – only the school pullover may be worn (Year 12 & 13: Blue)
- Fleece – only the school fleece may be worn
- Socks – plain white
- Shoes – clean and polished black leather (no suede, trainers/sports shoes or sandals)
- Belt – black leather
- In winter - black T-shirt

PE and Drama

- All students should have their House T-shirt, which will be worn for House activities during the year.
- PE kit, 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 mix 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.
- Students should wear a different shirt for sport at break and lunch.

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

Valuables

BIS encourages students to take responsibility for any equipment they bring to school.

Students are allowed to wear small items of jewellery as per dress code regulations. Any items of financial or sentimental value should be left at home.

For PE lessons students may 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.

When students have PE lessons or clubs, they should hand any watches and wallets etc to their PE teacher, who will keep them in a valuables box until the end of the lesson. No student should be leaving their wallet unattended in 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, immediately, 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.

BIS will not be held responsible for any valuable items that go missing at school.

Pastoral Care Statement

The health and wellbeing of your child is always at the forefront of our minds.

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. In the first instance, students should tell:

- Form Teachers
- Assistant Head of Pastoral
- Key Stage Coordinator
- Secondary Headteacher.

See Contact Sheet

See Website or Student Diary for the full Policy

Expeditions

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

1. Availability of suitable personnel
2. Quality and layout of accommodation
3. Security of site, especially after dark
4. Nearby temptations for students
5. Accessibility and safety of transportation
6. Availability of medical help in an emergency
7. Dangers inherent in the site itself
8. Dangers inherent in the activities planned.

Information to parents will then convey the following:

1. Trip aims
2. Final itinerary
3. Equipment/packing list
4. Contact phone numbers for additional information prior to departure.
5. Medical and consent forms.

Secondary Students (in Year 7 - 10) have trips in September – all are expected to participate.

Expectations

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

- Pupils 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 pupils to behave in a way that will contribute to a happy environment and will discourage the kind of behaviour that undermines this.
- Children will 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.

Extra Curricular Activities (ECAs)

The Secondary Section will offer students 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 types of activity: participation in a variety of activities to gain experience, and school coached teams or activities leading to events such as a school play or musical performance. Most of these activities run from 15:05 to 16:05 unless otherwise stated. ECAs run by school staff do not normally incur an extra charge.

Form Tutors

Students are grouped into Forms (Home Rooms). This group registers with their Form Tutor and follows the Life Skills Programme together. Classes are set by English or Maths ability. The Form Teacher is the first point of contact over pastoral concerns.

Houses

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

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

House Points

A student is given a House Point for excellence in class or for participation in extra-curricular activities. The accumulation of House Points takes place throughout the academic year, with Certificates, awarded in assembly.

Instrumental Lessons

Students are encouraged to learn a musical instrument. Lessons in brass, woodwind or string instruments take place during the day by withdrawal from regular lessons. There is a rotation so that the same lesson is not missed each week. Piano lessons are usually taught by private tutor. Lessons are taught by BIS staff or peripatetic teachers – they must be paid for in advance.

Life Skills

Life Skills 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. Life Skills includes three 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.
- 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 Life Skills provides young people with the knowledge and skills they need and want in order to make decisions in life that are right for them and to negotiate happy, healthy relationships.

The Life Skills curriculum is based on England's non-statutory guidelines for PSHE and the programme of study for Citizenship, a compulsory subject in English schools, as well as the Scottish National Guidelines for Personal and Social Development and the Welsh Personal and Social Education Framework.

Both the topics studied and the activities are adapted to reflect the British International School's student body and 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

Pastoral Care

Young people need support in developing emotionally and socially so that they are able to use their thoughts and feelings to guide their behaviour positively and develop personal awareness, emotional resilience and social skills. This will enable them to enjoy and manage their lives now and in the future, and to be effective learners and active citizens.

Form teachers, who have both regular contact with, and an academic and behavioural overview of the students in their form, are very important in pastoral care, and they are assisted by the Key Stage Coordinators and Secondary SLT. The school's Life Skills programme is a very important part of pastoral care.

Smoking

BIS operates a no-smoking policy on campus.

Student Leadership

Students have the opportunity for leadership positions by becoming one of the following:

- Prefect
- Student Council Representative
- House Captain
- Subject Ambassador



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