

*Parent  
Handbook  
2016-2017*



DOVER COURT INTERNATIONAL SCHOOL  
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

## 2016-2017 Term Dates and Holidays

<b>Term 1 – 2016</b>	<b>Dates</b>
All Staff in School	Monday, 15 <sup>th</sup> August – Friday, 19 <sup>th</sup> August
Student Orientation	Friday, 19 <sup>th</sup> August
<b>Term 1 Starts</b>	<b>Monday, 22<sup>nd</sup> August</b>
CPE Student Contracts Due for All Students	Monday, 22 <sup>nd</sup> August
Public Holiday	Monday, 12 <sup>th</sup> September (Hari Raya Haji)
Half Term	Monday, 17 <sup>th</sup> October – Friday, 28 <sup>th</sup> October (inclusive)
Deadline for Term 1 Notification of Withdrawal	Tuesday, 1 <sup>st</sup> November
<b>Term 1 Ends</b>	<b>Friday, 16<sup>th</sup> December</b>
<b>Term 2 – 2017</b>	
All Staff in School	Thursday, 5 <sup>th</sup> January
New Student Orientation	Friday, 6 <sup>th</sup> January
<b>Term 2 Starts</b>	<b>Monday, 9<sup>th</sup> January</b>
CPE Student Contracts Due for New Students	Monday, 9 <sup>th</sup> January
Public Holiday	Monday, 30 <sup>th</sup> January – Tuesday, 31 <sup>st</sup> January (Chinese New Year)
Deadline for Term 2 Notification of Withdrawal	Wednesday, 1 <sup>st</sup> February
Half Term	Monday, 20 <sup>th</sup> February – Friday, 24 <sup>th</sup> February (inclusive)
<b>Term 2 Ends</b>	<b>Friday, 7<sup>th</sup> April</b>
<b>Term 3 – 2017</b>	
All Staff in School	Thursday, 20 <sup>th</sup> April
New Student Orientation	Friday, 21 <sup>st</sup> April
<b>Term 3 Starts</b>	<b>Monday, 24<sup>th</sup> April</b>
CPE Student Contracts Due for New Students	Monday, 24 <sup>th</sup> April
Deadline for Term 3 Notification of Withdrawal	Monday, 1 <sup>st</sup> May
Public Holiday	Monday, 1 <sup>st</sup> May (Labour Day)
Public Holiday	Wednesday, 10 <sup>th</sup> May (Vesak Day)
Half Term	Monday, 29 <sup>th</sup> May – Friday, 2 <sup>nd</sup> June (inclusive)
Public Holiday	Monday, 26 <sup>th</sup> June (Hari Raya Puasa)
<b>Term 3 Ends</b>	<b>Thursday, 6<sup>th</sup> July</b>

## Introduction from the Principal

---

Thank you for choosing Dover Court International School (DCIS) and welcome to the DCIS Parent Handbook. We take the responsibility of caring for and nurturing your child's academic and social potential very seriously, and this book is designed to assist you in integrating your child into the Dover Court family. Although much of the content is routine, we hope you will read it carefully and refer to it frequently over the coming months and years. Please remember that a soft copy of this 'Parent Handbook' is on our website at [www.dovercourt.edu.sg](http://www.dovercourt.edu.sg).

The process of educating your child is one of partnership between home and school. Nobody knows your child better than you and we will need your help and advice if they are to make the best of their time here. At the same time, they are going to change very quickly over the next few months and you are going to have to adapt with them. They will learn a lot, not just from their teachers but also from the interaction with their peers. We have been incredibly fortunate to attract a team of talented and passionate educators who will be instrumental in shaping the experience we plan to offer your child every day.

We hope you have had time to look over our "Promises" to your children:

- Your child will succeed through our individualised approach in a safe, caring and happy environment
- Your child will be encouraged to have self-respect, respect for others and to contribute as a global citizen
- Your child will have the opportunity to discover and nurture their interests and talents

This handbook is divided into sections. Firstly, you will find some general guidelines for you as parents. These are very important and we ask you to abide by them. At the back we have reproduced a number of policies and forms for your information. All these will be re-issued to you throughout the year as they are updated and adjusted according to current practice.

We hope that you and your child will enjoy being at Dover Court International School. We aim to give your child an excellent education whilst providing them with the stepping stones for success in their future lives. We believe that the business of being educated should be fun, for you as well as for your children. As Albert Einstein once said "It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Sincerely,



Christopher Short  
Principal  
Dover Court International School

Dover Court International School  
301 Dover Road  
Singapore 139644  
T +65 6775 7664  
Website: [www.dovercourt.edu.sg](http://www.dovercourt.edu.sg)  
School Reception E-mail: [receptionist@dovercourt.edu.sg](mailto:receptionist@dovercourt.edu.sg)

# Contents

<b>2016-2017 Term Dates and Holidays .....</b>	<b>2</b>
<b>Introduction from the Principal .....</b>	<b>3</b>
<b>Information for Start of School .....</b>	<b>6</b>
DCIS Mission, Vision and Promises .....	6
Key Contacts and Login Information.....	6
Academic Year and Calendar of Events.....	7
Orientation Guide for Parents .....	7
What to Bring to Orientation .....	7
Forms and Information Required For Start of School .....	7
First Day of School.....	8
What to Bring the First Day of School .....	8
School Supplies .....	8
School Uniform Guidelines and Rules.....	8
General Uniform Rules .....	9
P.E. Uniform Rules .....	9
Non-Uniform Days.....	10
Lost and Found.....	10
<b>School Day .....</b>	<b>11</b>
Morning and Lunch Breaks .....	11
Packed Lunches .....	11
Cafeterias .....	11
How to Register for the Lunch Service.....	12
DCIS Café .....	12
Extra-Curricular Activities (ECAs).....	12
ECA Registration Process .....	12
Collecting Children from School.....	13
Attendance and Absence .....	13
Planned Absence .....	13
Parent Absence from Singapore.....	13
<b>Communication .....</b>	<b>14</b>
School Reception .....	14
Telephone Calls and Mobile Phones .....	14
School-Wide Communications .....	14
Website - Weekly and Monthly Newsletters.....	14
E-mail – Signing up for Newsletters .....	14
Having Trouble Receiving News? .....	15
Social Media .....	15
Parent Workshops/Coffee Mornings .....	15
Parent and Teacher Communications .....	15
Weekly Primary School E-mail.....	15
Communication Books and Student Planners .....	15
Direct E-mail Communication .....	15
What To Do When You Have A Question? .....	16
Communication Pathway .....	16
Dover Court Association (Parent Association) and Class Representatives .....	16
The Doverian Yearbook .....	16
Personal Information and Media.....	17
Personal Information Collection Policy .....	17
<b>School Administration.....</b>	<b>19</b>
Payment of Fees .....	19
Council for Private Education.....	19
Student Contracts .....	19
Terms and Conditions.....	19
Fee Protection Scheme (FPS) .....	20
Changes to Student or Family Status.....	20
Withdrawal from DCIS.....	20

<b>Campus Management.....</b>	<b>21</b>
Bus Service.....	21
Arrival and Dismissal Traffic Management .....	21
Arrival/Drop Off.....	21
During the School Day .....	22
Dismissal/Pick Up .....	22
General Traffic Rules .....	22
Security .....	23
School Access.....	23
Security Guards.....	23
Vehicle Decal ID Stickers .....	23
Parent ID Cards .....	23
Visitors during the School Day .....	23
Emergency Procedures .....	23
Fire Alarm Procedure.....	24
Lockdown Procedure .....	24
Campus Closure .....	24
PSI Haze Safety Guidelines .....	24
Facilities .....	25
Libraries .....	25
Technology .....	25
Red Dot Radio Station .....	25
TV Studio .....	25
Playgrounds.....	25
Campus Rules .....	26
Medical Centre.....	26
Immunisations .....	26
Infectious and Contagious Diseases .....	26
Banned or Controlled Substances .....	27
Nut Allergies .....	27
Personal Accidents.....	27
<b>DCIS Programmes and Curriculum .....</b>	<b>28</b>
Curriculum .....	28
Year Group Information .....	28
Composition of Classes.....	29
Classroom Environment: Reggio Emilia Approach.....	29
Primary School.....	29
International Primary Curriculum .....	29
Reading Fundamentals .....	30
Mandarin .....	30
Primary School Homework .....	30
Secondary School.....	33
Secondary School Homework.....	34
Department of Supportive Education (DSE) and Learning Support.....	34
English as a Second Language (ESL) .....	34
Physical Education (P.E.) .....	35
Global Campus .....	35
The Juilliard-Nord Anglia Performing Arts Programme .....	35
Instrumental Lessons.....	36
School Visits and Travel .....	36
House System .....	36
Student Council.....	37
Assessment and Reporting .....	37
Behaviour Policies.....	38
Primary School Behaviour Policy .....	38
Secondary School Behaviour for Learning Policy.....	43
Bus Safety Rules and Discipline Procedure.....	44
<b>Appendices.....</b>	<b>45</b>
Appendix 1: Year Group Placement Guide .....	45
Appendix 2: Parent Guidelines for Mathematics Strategies in Primary School .....	46
Appendix 3: 2016-2017 Calendar of Events.....	56
Appendix 4: School Campus Map .....	62

# Information for Start of School

Before a child arrives at School, the parents will have read this handbook and the Student Contract, which governs the relationship between them and the School, and generally familiarised themselves with the aims and objectives of DCIS. To ensure that DCIS has a safe, viable environment to achieve its vision and to comply with good educational practice, some rules and procedures have to be in place. When a child is enrolled, parents commit to abide by our procedures and ensure their children abide by our school rules.

## Mission

DCIS is an inclusive multicultural community that enables all individuals to realise their academic and personal potential in a dynamic and challenging learning environment which values enquiry, perseverance and reflection. At DCIS, we act with integrity and treat one another with respect, learning together as responsible global citizens.

## Vision

DCIS will provide extraordinary learning opportunities for the globally connected student. A nurturing and inclusive environment, an international curriculum, and a culturally diverse community will facilitate exceptional achievements. Together we will take action to make the world a better place.

## DCIS Promises

DCIS students will succeed through our individualised approach in a safe, caring and happy environment. DCIS students will be encouraged to have self-respect, respect for others and to contribute as a global citizen. DCIS students will have the opportunity to discover and nurture their interests and talents.

## Key Contacts and Login Information

School Function	E-mail and Login Information
Reception	<a href="mailto:receptionist@dovercourt.edu.sg">receptionist@dovercourt.edu.sg</a>
Principal	<a href="mailto:principal@dovercourt.edu.sg">principal@dovercourt.edu.sg</a> (live in August 2016)
Primary School	<a href="mailto:primary@dovercourt.edu.sg">primary@dovercourt.edu.sg</a> (live in August 2016)
Secondary School	<a href="mailto:secondary@dovercourt.edu.sg">secondary@dovercourt.edu.sg</a> (live in August 2016)
School Nurse	<a href="mailto:medicalcentre@dovercourt.edu.sg">medicalcentre@dovercourt.edu.sg</a> (live in August 2016)
Finance	<a href="mailto:finance@dovercourt.edu.sg">finance@dovercourt.edu.sg</a>
Admissions	<a href="mailto:admissions@dovercourt.edu.sg">admissions@dovercourt.edu.sg</a>
Communications	<a href="mailto:newsletters@dovercourt.edu.sg">newsletters@dovercourt.edu.sg</a>
Student Contracts	<a href="mailto:studentcontracts@dovercourt.edu.sg">studentcontracts@dovercourt.edu.sg</a>
Newsletters	<a href="mailto:newsletters@dovercourt.edu.sg">newsletters@dovercourt.edu.sg</a>
Newsletters Login Link*	<a href="http://news.dovercourt.edu.sg/">http://news.dovercourt.edu.sg/</a>
Extra-Curricular Activities (ECAs)	<a href="mailto:activities@dovercourt.edu.sg">activities@dovercourt.edu.sg</a>
ECA CHQ Registration Login Link*	<a href="https://seasia.myhq.net/Login.aspx?club=446">https://seasia.myhq.net/Login.aspx?club=446</a>
Chartwells (Lunch Service)	<a href="mailto:dcis@compass-group.sg">dcis@compass-group.sg</a>
Chartwells Lunch Service Login Link*	<a href="https://secure.myschoolaccount.com/Login.aspx">https://secure.myschoolaccount.com/Login.aspx</a>
Primary School	
Online Learning Sites:	
Skoolbo Login Link*	<a href="http://www.skoolbo.co.uk/">http://www.skoolbo.co.uk/</a>
MyiMaths Login Link*	<a href="https://www.myimaths.com/">https://www.myimaths.com/</a>
Global Campus	<a href="http://globalcampus.nae.school/">http://globalcampus.nae.school/</a>
Global Campus Moodle Login Link*	<a href="https://singapore.learn.nae.school/login/">https://singapore.learn.nae.school/login/</a>

DCIS Social Media Sites:	<a href="http://www.facebook.com/dovercourtinternationalschool">www.facebook.com/dovercourtinternationalschool</a> <a href="https://twitter.com/doverct">https://twitter.com/doverct</a> <a href="http://www.instagram.com/doverct">www.instagram.com/doverct</a> <a href="https://www.youtube.com/channel/Uck2OioGVZdQy_00hu748Z5w">https://www.youtube.com/channel/Uck2OioGVZdQy_00hu748Z5w</a>
Dover Court Association (Parent Association)	<a href="mailto:dovercourtassociation@gmail.com">dovercourtassociation@gmail.com</a> <a href="mailto:dca@dovercourt.edu.sg">dca@dovercourt.edu.sg</a> <a href="http://www.facebook.com/dovercourtassociation">www.facebook.com/dovercourtassociation</a>
KAL Transport (Bus Service)	<a href="mailto:dcis@kaltransport.com.sg">dcis@kaltransport.com.sg</a>
Lim's Uniforms (School Uniform)	<a href="mailto:generalenquiry@limsuniforms.com">generalenquiry@limsuniforms.com</a>
Ten Feet Tall Shoes (School Shoes)	<a href="mailto:hello@tenfeettallshoes.com">hello@tenfeettallshoes.com</a>

*\*Please note that during the 2016-2017 Academic Year, DCIS will review and consolidate logins into a parent portal. Parents will be notified of this change.*

## Academic Year and Calendar of Events

DCIS follows the Northern Hemisphere academic year with three terms from August to the following July. The academic year dates are posted on our website and the termly calendar of events is updated and e-mailed to parents regularly. The current 2016-2017 Calendar of Events can also be found in the Appendix.

## Orientation Guide for Parents

Orientation and Registration with the School and class teachers will be held before your child starts at Dover Court and every start of the new academic year in August. Information will be provided by the Admissions Office of the date and times of Orientation and will be posted in the Parent Essentials section of the DCIS website.

## What to Bring to Orientation

Please bring the following items for Orientation/Registration:

1. Copies of Student and Parent ID pages in passports
2. Copies of the front and back of family Employment and Dependent Passes
3. Updated address and contact information
4. Cheque books or cash to pay for any school items

## Forms and Information Required For Start of School

- Advisory Note to Students (CPE Form 12)
- DCIS Student Contract 2016-2017 / DCIS Department of Supportive Education Student Contract 2016-2017/Student Contract Checklist
- Medical Form
- Family Contact Form
- School Trips Medical and Consent Form
- Travel Arrangements, Pick-Up Permissions and Lunch Form
- New Student Mandarin Form
- Student ID Sticker
- Parent ID Card Registration Form
- Vehicle Registration Form/Vehicle Decal Sticker (optional)
- Letter of Guarantee (for fee paying companies to complete)
- Bus Transport Form (optional)
- Lunch Service Registration (optional)
- Individual Private Music Lesson Form (optional)
- DCA Class Representative Form (optional)

## First Day of School

All students should follow uniform guidelines. If your child is arriving by bus, members of staff will meet the buses to guide the children safely into the school. If you or your helper are bringing your child, please bring them into the School Reception. Student ID stickers will be provided for the first few days of school which should be completed with Name, Contact Number, Class and Bus Number for Primary School students.

### What to Bring the First Day of School

1. Regular uniform
2. School hat (all children must wear school hats when playing outside)
3. School bag
4. Water Bottle (all students are expected to have a water bottle that they can re-fill from the several drinking water outlets around the campus)
5. Snack and packed lunch (no nuts, please)
6. Sun cream for break time, lunch and P.E.
7. A positive attitude and a BIG smile!

### School Supplies

All stationery, exercise and text books are provided by the School. Pencils and crayons will be kept in the classroom for the lower primary years. For older years, your child's class teacher will advise on whether a pencil case is necessary. Secondary School students are required to bring their own pencil case. Please ensure that all items are labelled with your child's name and year group.

Students must not bring toys, games or electronic devices from home to school unless their class teacher has given them permission to do so. Students should also not be given large amounts of money to bring to school (Nursery students are not allowed to bring any money to school). Purses should be marked with the child's full name.

### School Uniform Guidelines and Rules

The uniform is a means of showing our identity and pride in our school to the wider community as well as being practical school wear. Our school uniform is designed to be both practical and smart. We encourage the children to wear their uniform with pride and to take care of it. You can help them in this if you make sure that their clothes are clean, reasonably well-fitting and in good condition.

Uniform	Lower Primary (Nursery – Year 2)	Upper Primary (Year 3 – Year 6)	Secondary School (Year 7 – Year 12)
Everyday Girls	DCIS Plaid seersucker dress DCIS Grey cardigan (optional) DCIS Back pack (compulsory from August 2016) White ankle socks (plain) Black leather shoes (without laces)	DCIS White blouse (with turquoise logo) DCIS Plaid seersucker skort DCIS Grey cardigan (optional) DCIS Back pack (compulsory from August 2016) White ankle socks (plain) Black leather shoes	DCIS White blouse (with grey logo) - tucked in DCIS Grey skirt or grey trousers DCIS Grey cardigan (optional) DCIS Back pack (compulsory from August 2016) White ankle socks (plain) Black leather shoes
Everyday Boys	DCIS Plaid seersucker shirt DCIS Grey shorts (elasticated) DCIS Grey cardigan (optional) DCIS Back pack (compulsory from August 2016) Grey ankle socks Black leather shoes (without laces)	DCIS White shirt (with turquoise logo) DCIS Grey shorts (junior) DCIS Grey cardigan (optional) DCIS Back pack (compulsory from August 2016) Grey ankle socks Black leather shoes	DCIS White shirt (with grey logo) - tucked in DCIS Grey long shorts (secondary) or grey trousers DCIS Grey cardigan (optional) DCIS Grey striped neck tie DCIS Back pack (compulsory from August 2016) Grey ankle socks Black leather shoes



Everyday Hat	Sun hat (grey 'Sunsafe' hat with turquoise logo)	Sun hat (grey 'Sunsafe' hat with turquoise logo)	Sun hat (grey 'Sunsafe' hat turquoise logo) or the DCIS baseball cap
P.E. Kit – to be worn to school on P.E. days (Nursery to Year 4)	DCIS Dri-Fit polo shirt DCIS P.E. shorts DCIS Sports bag White sports socks Trainers	DCIS Dri-Fit polo shirt DCIS P.E. shorts DCIS Sports bag DCIS Grey Baseball/Sports Cap White sports socks Trainers	DCIS Dri-Fit polo shirt DCIS P.E. shorts DCIS Sports bag DCIS Grey Baseball/Sports Cap White sports socks Trainers
Swimming Kit Girls	DCIS Swimming costume DCIS Long sleeved rash vest DCIS Swimming cap (optional) Towel Goggles Flip flops for poolside	DCIS Swimming costume DCIS Long sleeved rash vest DCIS Swimming cap (optional) Towel Goggles Flip flops for poolside	DCIS Swimming costume DCIS Long sleeved rash vest DCIS Swimming cap (optional) Towel Goggles Flip flops for poolside
Swimming Kit Boys	DCIS Swim shorts/jammers DCIS Long sleeved rash vest DCIS Swimming cap (optional) Towel Goggles Flip flops for poolside	DCIS Swim shorts/jammers DCIS Long sleeved rash vest DCIS Swimming cap (optional) Towel Goggles Flip flops for poolside	DCIS Swim shorts/jammers DCIS Long sleeved rash vest DCIS Swimming cap (optional) Towel Goggles Flip flops for poolside

Full uniform must be worn at all times and is available to purchase from Lim's Uniforms in Holland Road Shopping Centre: Lim's Uniforms, 211 Holland Avenue, Holland Road Shopping Centre, #02-18 Singapore 278967  
Telephone: +65 6468 3655 Fax: +65 64690017 Email: [generalenquiry@limsuniforms.com](mailto:generalenquiry@limsuniforms.com)

Ten Feet Tall is children's school shoe supplier with a range of smart black leather shoes for boys and girls aged 3-18. They are located at: Ten Feet Tall, 211 Holland Avenue, Holland Road Shopping Centre, #02-16 Singapore 278967 Website: [www.tenfeettallshoes.com](http://www.tenfeettallshoes.com) Email: [hello@tenfeettallshoes.com](mailto:hello@tenfeettallshoes.com)

### General Uniform Rules

1. Students should always wear school hats when they are outside to protect them from the sun. DCIS has a 'no hat – no play' policy.
2. All items of clothing must be marked with appropriate name labels. Every article of clothing, school bag, shoes, snack box, drink bottle, etc. that is brought into school should be labelled.
3. Nursery children will need to have a spare set of named uniform in a clearly marked plastic bag to be kept in school in case of accidents.
4. In Secondary School, all shirts must be tucked in for male and female students.
5. Secondary School male students must have their top button done up and their ties pulled up.
6. Students must wear correct footwear at all times - plain black leather shoes with black soles. Trainer style shoes, shoes with logos and shoes with non-black soles are not permitted. Please provide an additional pair of sneakers/sandals/trainers to be kept at school for outside play for students in the Primary School. Novelty shoes with flashing lights, squeaking noises or shoes which have the roller ball facility are not allowed.
7. Jewellery is not allowed apart from wristwatches and, for girls with pierced ears, a plain gold stud. Ear studs and watches must be removed for P.E. and swimming sessions.
8. Long hair must be securely tied back for school.

### P.E. Uniform Rules

9. Nursery to Year 4 students will all come to school in P.E. kit and will remain in P.E. kit for the day.
10. For swimming, students require Dover Court trunks / swimming costume and / or a Dover Court rash vest. Goggles and a swimming hat are optional but highly recommended. Students also need a swimming bag containing a towel and flip / flops to wear to pool side.
11. For P.E. lessons, all students are expected to wear the Dover Court P.E. kit. This consists of a dri-fit polo shirt, shorts, adequate sports trainers and white socks. Hats and water bottles are compulsory for P.E. in Primary School and highly recommended in Secondary School.
12. Students should also apply sun tan lotion before P.E. lessons.
13. For lessons such as football, sufficient safety protection is recommended i.e. football boots and shin pads.

14. If Secondary School students wish to play football/basketball/netball at lunchtime, a change of clothing including footwear is required.
15. Football boots are not to be worn on campus unless requests by a staff member for a properly supervised game or tournament.

### Non-Uniform Days

Occasionally DCIS holds Non-Uniform Days which may be for a specific event such as Earth Day or to raise money for a project or charity. Proposals for Non-Uniform Days need to be approved by the school leadership team. Ample advance notice will be given to students/parents with specific details given i.e. if there is a theme or a charge.

### Lost and Found

As in any school, DCIS accumulates a lot of lost property. This is stored in red crates in the cafeteria area and in the primary block, next to the stair well. On the last Friday of each month from 1.30pm – 2.45pm, lost property is put out in the cafeteria and students are taken, with their class, to retrieve items that belong to them. Parents are invited to also come and check items at this time. Due to the accumulation of lost property, unnamed items will be disposed of at the end of each month. Due to the unhygienic nature of lunch boxes, water bottles and swimming towels in the Singapore heat, these items will be disposed of each Monday morning. Please do ensure that all property is named – named property usually does get back to the rightful owner. When an article of value is found it should be handed to the School Reception. Please note that DCIS cannot be held liable for the loss or damage of any personal items.

## School Day

Time	Activity
8.00am	Arrival: Drop off starts - Staff are on site to meet and supervise children
8.30am	Lessons start
11.30am	Half Day Nursery Students Dismissal
3.00pm	Dismissal: Lessons end
3.00-3.10pm*	Regular school bus departs
3.00-4.00pm	Extra-Curricular Activities (ECAs)
4.00- 4.10pm*	A “late” school bus departs for children taking part in ECAs

\*At the beginning of each term, the bus departure time may be later as we are establishing the dismissal routine at school.

### Morning and Lunch Break

All students have a morning and lunch break time. Snacks and packed lunches can be provided either from home or purchased from the DCIS Cafeteria.

**Please note: We are a NUT AWARE school, as we have children attending the school that have life-threatening allergies. All the school provided lunches and snacks are ‘nut free’.**

### Packed Lunches

If your child is not having a school lunch, please send a packed lunch and a drink for the lunch-break. There are no fridges or microwaves in the classrooms. If they are bringing a hot lunch then we recommend using a warm food flask, and if they are bringing cold snacks, then a mini ice pack and cool bag would be a great option.

The children can bring a light snack in an unbreakable container to School for consumption at morning break. A piece of fruit or other healthy snack is ideal; chocolate and sweets are not allowed. In addition, please also send a drink bottle filled with plain water which they can re-fill from the several drinking water outlets around the campus. Our caterer does offer healthy snacks such as fruit, muffins, smoothies, etc. which students can purchase. There are also fruit infused waters available in the cafeteria which are free for the students to consume. You may wish to provide a high energy snack for your child on evenings when they participate in Extra-Curricular Activity.

### Cafeterias

The children can enjoy a tasty meal and snacks prepared daily on our campus by Chartwells in one of our three on-campus cafeterias:

1. Lower Primary Cafeteria (Block A outside the Nursery classrooms)
2. Main Cafeteria (located at the centre of the campus)
3. DCIS Café (located at the base of Block E next to the Upper Primary playground)

Compass Group are a global leading food service and hospitality company and have specialised in the education sector through their subdivision, Chartwells. They are committed to building strong bodies, sharp minds through their Eat, Learn and Live philosophy.

DCIS recommends the families do subscribe to the cafeteria lunch service. It is an opportunity for the children to have a hot lunch and to try new and different food options. They have a choice of Asian, Western and Vegetarian meals. Lunch break is arranged in various sittings, and the weekly menu aims to provide a varied and balanced diet which will appeal to children. Special dietary requirements such as allergies and intolerances must be communicated to the School and to Chartwells.

### How to Register for the Lunch Service?

Details on how to register for the lunch service can be found on our Parent Essentials webpage on the DCIS website, at Orientation and in the Cafeteria. Chartwells can also be contacted on e-mail at: [dcis@compass-group.sg](mailto:dcis@compass-group.sg)

### DCIS Café

The DCIS Café in Block E is open from 7.30am – 4.00pm, Monday to Friday. It is available for parents to use except during Secondary School morning break (10.40am - 11.00am) and Secondary School lunch hours (12.40pm - 1.20pm), when the Café is limited to students and will serve as the cafeteria for Years 7 to 12.

### Extra-Curricular Activities ('ECAs')

DCIS offers a range of optional sporting, musical and recreational activities after school. The programme is administered by the Activities coordinator who can be contacted at [activities@dovercourt.edu.sg](mailto:activities@dovercourt.edu.sg). DCIS offers two types of sports, music and general ECAs:

1. Paid ECAs that are conducted by outside providers.
2. School ECAs that are run by DCIS teachers.

The ECA Handbook detailing the range of termly ECA options is published on the DCIS website and e-mailed to parents in advance of the online selection.

### ECA Registration Process

CHQ is an online ECA management system. All ECA selections are made online, via CHQ through the following link:

<https://seasia.myhq.net/Login.aspx?club=446>

Parents are allocated a CHQ username and password for CHQ when they join DCIS. Please keep a record of these login details as a notice is sent via e-mail to parents to remind them to select ECAs every term by a specific date, and parents will need to login and make ECA requests with their CHQ login details.

ECAs are offered from Tuesday to Friday from 3:10pm to 4.00pm for 8 weeks each term. Students from Year 1 to Year 12 can take part in two ECAs per student per term. Students can choose 6 ECAs during the sign-up phase but only 2 ECAs will be allocated. No changes will be made once allocation is completed. ECA allocation is done by random at the end of the sign-up phase. This ensures that all students have the same chance to get assigned a place. Students have to sign up every term for the ECA and it is not carried over from one term to the next.

The following are not ECAs and are by invitation only. They can be taken in addition to the 2 allocated ECAs:

Sport Teams  
Chess Team  
School Choir  
School Orchestra

**Please note that only students from Year 2 to Year 12 can take the ECA buses at 4.00pm.**

## Collecting Children from School

Parents are requested to always be punctual when collecting their child at the end of the school day. This includes collecting children after ECAs, sports fixtures, school trips, etc. Siblings are not allowed to wait for ECAs to finish in school. Parents are required to collect them at the end of the school day. For sporting fixtures, the collection time and place will be communicated to parents in advance. If parents are late for collection, students will remain inside the school grounds, with security still present, until parents arrive to collect their child.

Staff will assume that children will be collected from School by their parents. Where other arrangements are made, parents are asked to inform the class teacher in writing a day in advance.

Please do not assume that teachers will access their e-mail during the academic day. In an occasional emergency during the day, the School Reception [receptionist@dovercourt.edu.sg](mailto:receptionist@dovercourt.edu.sg) will pass on any information to the class teacher **before 12.30pm**. Staff will not allow a child leave with someone other than their parent if the arrangement is not previously agreed. At these times the School Reception will seek to confirm collection arrangements directly with parents.

## Attendance and Absence

Children are required to be at school during term time. Term dates are published in advance of the start of the academic year and appear on the School's website and other school collateral. In the event of an unexpected absence through ill health or exceptional circumstance, we ask that all parents inform the School Reception directly by telephone on **+65 6775 7664/5 before 8.15am**. Please follow up with an explanatory note, email and/or a medical certificate to the School Reception or your child's teacher. This is required by Singapore Health and Immigration regulations.

All students who fall below 90% attendance or have failed to attend school for a continuous period of 7 days without a valid reason may be asked to withdraw from the school, upon approval of the Principal.

## Planned Absence

Authorisation for a planned absence must be sought in writing from the Head of Schools in advance of the event. We are not able to authorise additional family or holiday leave during term time. We do recommend that medical or dental appointments, music examinations, etc. take place out of school time, but if your child needs to leave school early we ask that you do all of the following:

1. Email your child's teacher in advance, or write a note to their teacher
2. Report to the School Reception at departure time
3. Collect your child from class
4. Sign your child out at the School Reception (and back in if applicable)

**Please note: The Class teacher must be advised in writing of any change in your child's regular home-time arrangement.**

Academic work will not normally be given to a student to cover any period of leave from school, unless the absence is prolonged and unavoidable.

## Parent Absence from Singapore

When both parents are to be out of Singapore at the same time, and guardianship of children is to be temporarily assigned to others, the School Reception and class teacher should be informed of the name and contact details of the guardian. This is to ensure that we are able to contact the appropriate guardian in the case of emergency.

# Communication

---

DCIS use a wide variety of methods to communicate with parents.

## School Reception

The School Reception is open during school hours and on a reduced basis during school holidays. An answerphone is available outside these times. We realise how important it is to respond promptly to your enquiries. Although circumstances may on occasion conspire to thwart our efforts, we make every effort to reply to all enquiries within 24 hours.

## Telephone Calls and Mobile Phones

The School Reception may need to contact you during the day in case of an emergency, or if your child needs to contact you. Please ensure that you keep the Admissions Office up to date with all contact telephone numbers and email addresses. It is particularly important that we have contact details of helpers, nannies and any adult entrusted with responsibility for your child. Students are advised not to bring mobile phones to school. Children who need to contact home should see the School Reception or an available member of staff. If brought to school the following rules apply to student mobile phones:

**Mobile phones must be switched off during the academic day**  
**Student mobile phone numbers must be registered with the school**  
**DCIS will not be held liable for any loss or damage to mobile phones**

Student mobile phones are required to be switched off and placed in bags for the academic day. Failing to do so will lead to mobile phones being confiscated.

## School-Wide Communications

### Website – Weekly and Monthly Newsletters

At the start of each week, a weekly news link and newsletter is created on the website and sent to all parents by e-mail. Parents should visit our website regularly [www.dovercourt.edu.sg](http://www.dovercourt.edu.sg) as it is updated daily with the latest news. You can also find an updated calendar on the website calendar page. You can also download letters and see our weekly news under the ‘News & Insights’ heading on the website.

### E-mail – Signing up for Newsletters

For whole school issues and important dates, all parents receive weekly and monthly newsletters by e-mail (also uploaded to the ‘News and Insights’ section of our website). To ensure that you are informed of news, events, and notices, please visit the following website to subscribe:

[www.news.dovercourt.edu.sg](http://www.news.dovercourt.edu.sg)

Important: If you have more than one child, please select every year group that your children are in. You should check your email after registering, in order to confirm your registration.

We do most of our communication with parents via email, so it is really important that we have your most up-to-date contact details including telephone numbers and email addresses for parents/guardians. Please complete the Family Contact Form and return it to the School Reception by hand or email [admissions@dovercourt.edu.sg](mailto:admissions@dovercourt.edu.sg) so the Admissions Office can update your child’s record and communicate these changes to teachers.

## Having trouble receiving news?

Check your SPAM folder! To make sure you keep getting emails from DCIS, please add the school e-mail addresses and teacher e-mail addresses to your address book and 'whitelist' them. If for any reason you have any issues receiving electronic communications at the school, please email [newsletters@dovercourt.edu.sg](mailto:newsletters@dovercourt.edu.sg) and we will assist you.

## Social Media

The school uses Facebook on a regular basis to update parents and share good news stories. If you are interested in receiving Facebook notifications, please like our page: [www.facebook.com/dovercourtinternationalschool](http://www.facebook.com/dovercourtinternationalschool)

We are also on Twitter, YouTube and Instagram:

<https://twitter.com/doverct>

[www.instagram.com/doverct](http://www.instagram.com/doverct)

[https://www.youtube.com/channel/UCk2OioGVZdQy\\_OOhu748Z5w](https://www.youtube.com/channel/UCk2OioGVZdQy_OOhu748Z5w)

## Parent Workshops/Coffee Mornings

Throughout the year, DCIS administration, teachers and the DCA Parent Association offer information sessions on academic and pastoral aspects of DCIS such as homework, assessment and reports, reading fundamentals, transitions, etc. These are listed on the Calendar of Events for each term and updated on the weekly news webpage and online calendar.

## Parent and Teacher Communications

A strong partnership between parents and teachers is essential to the success of your child at DCIS. We use the following to encourage communication:

### Weekly Primary School E-mail

Every Friday, you will receive a 'Weekly Round-Up' e-mail from your Primary School class teacher. The information on this e-mail is designed to give you further insight into the learning that has taken place in your child's classroom that week and details on the homework and messages for the next week. Do also check your child's communication book, student planner and school bag daily for notices from the School.

### Communication Books and Student Planners

When a student begins school they are given a Communication Book (EYFS to Year 2), a Student Planner (Year 3 to Year 6), or a Secondary School Student Planner (Year 7 – Year 12). Parents are expected to review and sign these regularly.

The Secondary School Student Planner 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 planner every day to record timetables, homework and targets etc., parents and teachers can use them whenever they need to communicate with one another.

### Direct E-mail Communication

All the teacher e-mails are listed in the Our Staff section of the website (most e-mails are created in the following pattern: [firstname.lastname@dovercourt.edu.sg](mailto:firstname.lastname@dovercourt.edu.sg)) and you will be able to make individual contact with your teacher. However, please do not expect to see the teacher without an appointment or expect an immediate response to an e-mail. They may well have another commitment at such time, and certain times of the day are designated duty time and teachers may not be available.

## **What to do when you have a question?**

Most of your questions about your child's class should be addressed through the regular events and meetings scheduled and weekly e-mail contact. However, from time to time you may have worries or concerns that you wish to communicate to the School. At these times, you should contact the Class teacher/Secondary School Tutor without hesitation and request an appointment.

### **Communication Pathway**

It is essential for the development of your child that they feel that their parents have confidence in the school and teachers. If there are things which parents are concerned about, parents are encouraged to make an appointment to come into school to discuss those concerns, rather than airing the concerns in front of children or other parents. We want our students to be proud of being at DCIS, and to be happy coming to school. If you do have a query, please follow the Communication Pathway outlined below.

Primary School Communication Pathway

Parent Query: Teacher - Year Group Leader – Deputy Head – Head of Primary – Principal

Secondary School Communication Pathway

Pastoral Query: Tutor – Progress Leader – Deputy Head – Head of Secondary – Principal

Academic Query: Subject Teacher – Subject Leader (where appropriate) - Deputy Head – Head of Secondary – Principal

### **Dover Court Association (Parent Association) and Class Representatives**

The Dover Court Association (DCA) is a body of parents who work for the good of the School and to enhance the experiences of the children at DCIS. The DCA organises events that bring parents, students and staff together for fun and entertainment. The DCA aims to work alongside the School to build on the elements of friendliness and consideration for others that are part of the School's ethos.

The DCA meets regularly to coordinate a programme of events for both parents and children throughout the year. Participation is not compulsory and can range from organising an event to simply attending and enjoying it. The DCA welcomes new members who might wish to 'lend a hand'. The DCA is a wonderful way to meet other parents and to contribute in a very real way to the wellbeing of your child's school. Details of imminent DCA events are published on the DCA Facebook page <https://www.facebook.com/dovercourtassociation>, DCIS Facebook page, on e-mail and the website.

As part of the DCA parents from each Primary School, DSE and ESL class and each Secondary School year group act as a Class Representative for the DCA. They are an important link between the Association, the class teachers and the parents, often providing information, coordinating events and contacts such as:

- Parental assistance and attendance at DCA events
- Class contact lists and introduction for new parents
- Class coffee mornings and social events for parents
- Class parties, discos, sports days, International Day, etc.

As the DCA is a social association in Singapore, all parents are considered a member of the DCA unless they choose to opt out. Parents can opt out of DCA membership by emailing the DCA on [dca@dovercourt.edu.sg](mailto:dca@dovercourt.edu.sg) or [dovercourtassociation@gmail.com](mailto:dovercourtassociation@gmail.com).

### **The Doverian Yearbook**

Towards the end of each school year, DCIS will publish and sell a DCIS Yearbook. It will be a pictorial record of the year's events and people, as well as a contribution to the school's legacy.



## **Personal Information and Media**

From time to time, pictures and film of children taking part in school activities may be used for promotional purposes. As part of the Student Contract, parents give permission to the publication of images. If, at any time, you wish to change your mind, or do not want to give permission in the first place, please write to the Principal on [principal@dovercourt.edu.sg](mailto:principal@dovercourt.edu.sg). Obviously, this will mean your child will not be included in class photos, so do prepare them for this. Also, if you should withdraw your permission it will not be possible to retract or edit published material. Please refer to the Personal Information Collection Policy for more detail on how we handle personal data.

## **Personal Information Collection Policy**

The personal data collected from applicants and/or their parents/guardians will be handled by our staff, kept confidential and used by Dover Court International School (Pte) Ltd (“we” or “us”) for lawful and relevant purposes including but not limited to: assessing the suitability of applicants’ admission to Dover Court International School, Singapore (the “School”); processing applications for admission; verification of the applicant’s examination results, academic records and other information; school administration and operation after admission; sending communications to parents and students including but not limited to newsletters and information about events and extra-curricular activities provided by the School or third party providers; statistical and research purposes; other school related purposes; and alumni activities. If any of our communications constitute direct marketing we will separately seek your consent where required by law.

We may disclose some of the data to third parties such as agencies (including the Singapore government), service providers and contractors (whether within or outside Singapore) appointed by us to undertake some of our academic, pastoral and administrative functions. This includes transferring data between affiliates. We will not disclose any personal data to any external bodies or organisations unless: Such disclosure is expressly provided for under this Statement; Permitted to do so by the applicant or his/her parent/guardian; and/or Permitted or required by law.

Personal data may be stored in Nord Anglia Education database systems (which may be located within or outside Singapore) and online portals and where the application is successful, such personal data will form part of the applicant’s official student records. It may also be stored in online student resources such as the global classroom.

Where such personal data is not required to be retained by law, such personal data will be destroyed with 24 months (or earlier, if required or permitted by law) following rejection of the application.

If a Parent Teacher Association (PTA) is established, we may provide such personal data to the relevant PTA for inclusion in the PTA directory and other PTA activities. If an applicant or his/her parents/guardians do not wish for such data to be included in the PTA directory, please inform us.

We may place a student’s photo, video footage, name or school work in our or our affiliates’ website, social media, marketing materials, corporate communications (including annual reports) or publications.

In the event that a student already has a sibling at the School, the records of such sibling will be updated according to the data provided on the new student’s enrolment form where relevant.

Failure to provide the requested data may result in us being unable to process the application and may influence the outcome of the application.

All practicable steps will be taken to ensure that personal data held by us is accurate. We will take all practicable and reasonable steps to ensure security of the personal data and to avoid unauthorised or accidental access, collection, use, disclosure, copying, modification, disposal, erasure or other use.

Applicants or their parents/guardians have the right to access or correct personal data held by the School.

Requests for access and correction should be addressed in writing to the Principal (addressed to the School). We may levy a charge for accessing the information.

The terms of Dover Court's privacy policy can be found at <http://www.nordangliaeducation.com/our-schools/singapore/school-privacy-policy>

Dover Court International School, Singapore intends to use parent or guardian's personal data (such as name and contact details) to send information related to school/PTA activities, extra-curricular activities, products or services that are relevant to parents and students and may constitute direct marketing under data protection laws. For example, this could include (but is not limited to) information relating to extra-curricular activities and school shows, concerts or fairs. Your consent is required before we send you this information, therefore you must register online at <http://news.dovercourt.edu.sg>. If you choose not to receive this information, you or your son or daughter may miss important information related to school activities that may affect his or her participation in the school community.

# School Administration

---

## Payment of Fees

Details on fees and payment are in the DCIS Student Contract and the Schedule of Fees and Payment and can be found on our website. Fees for the terms and charges are published annually. Fees and charges are due on the date on the invoice. A child's place may be forfeited either temporarily or permanently where fees remain unpaid.

For any fee –related queries, please contact our Finance Office on [finance@dovercourt.edu.sg](mailto:finance@dovercourt.edu.sg)

## Council for Private Education

The Private Education Act (September 2009), administered by the Council for Private Education (CPE) was established in Singapore to regulate the private education sector. Under the act, schools are referred to as Private Education Institutions (PEIs). All PEIs must comply with all Private Education Act regulations. DCIS is registered as a Private Education Institute by the Council for Private Education.

Please visit the Council for Private Education's website at [www.cpe.gov.sg](http://www.cpe.gov.sg) for further details on the Private Education Act and the Council for Private Education certification scheme.

## Student Contracts

The Student Contract is a legal document that protects and assures the rights and conditions of the Student whilst enrolled at a Private Education Institution (PEI), in this case, Dover Court International School.

It is a legal requirement that all Students must enter into the Student Contract. DCIS executes a DCIS Student Contract for every Student. This contract is a critical document; therefore, it is essential that it be completely understood by the Student (Parents/Guardian where the student is younger than 18 years of age). DCIS signs a Student Contract with the Student/Parent after a place has been offered to the student, and that place has been accepted by the Student (Parents/Guardian where the student is younger than 18 years of age).

The Student Contract must be signed by parents on an annual basis. If the contract is not signed by the necessary deadline, a student's enrolment will not be confirmed and the student will not be allowed to attend classes.

The latest version of the Student Contract can be obtained from the Admissions Office or from [studentcontracts@dovercourt.edu.sg](mailto:studentcontracts@dovercourt.edu.sg).

## Terms and Conditions

All families who apply to DCIS need to read and agree to the DCIS Terms and Conditions. You will receive the Student Contract and Terms and Conditions prior registering your child at Dover Court International School each year. This governs the relationship between the School and all parents, and you should ensure that you are familiar with this document. Amendments may be made from time to time and you will be notified of any such changes. The latest version of the Terms and Conditions can be obtained from the Admissions Office by emailing [studentcontracts@dovercourt.edu.sg](mailto:studentcontracts@dovercourt.edu.sg)

## **Fee Protection Scheme (FPS)**

DCIS has put in place the FPS Insurance as its FPS for all Students and will purchase and pay for the FPS Insurance on Students' behalf. The FPS Insurance offers insured Students protection against the loss of Tuition Fees, Building and Facility Fees and Support Programme Fees (if applicable) paid in advance by the insured Student to DCIS and not refunded, if the Student cannot start or complete his/her course as a result of DCIS becoming insolvent or being required by the Singapore authorities to stop operations.

DCIS has appointed Lonpac Insurance Bhd to be the FPS provider for our Students. A copy of the master insurance certificate is held in the DCIS Admissions Office.

## **Changes to Student of Family Status**

Any changes in nationality, citizenship and/or residency status or any events that might affect the same (e.g. becoming a Permanent Resident or a Singapore citizen, or loss of employment pass, or change of employment pass) must be communicated to the School and must be accompanied by supporting documents.

The marital status of Parents shall be disclosed to the School at the point of application. Any change must be communicated to the School and shall be accompanied by supporting documents such as an Order of Court issued by the Singapore Courts.

Parents are responsible for notifying the School of any changes in their status or family circumstances and that in the absence of any notification by the parents, the School will rely on the information reflected in the Application Form. If it subsequently becomes apparent after admission that any of the above information has been withheld or falsified, DCIS may ask the parents to withdraw the student.

Any change to family status or contact details must be advised to the Admissions Office of the School in writing at [admissions@dovercourt.edu.sg](mailto:admissions@dovercourt.edu.sg)

## **Withdrawal from DCIS**

Full details on notice periods and removal of your child from School are set out in the Student Contract, on the Schedule of Fees and Payment and on the website. The DCIS Notification of Withdrawal Form must be received by the Admissions Office no later than the dates specified.

From time to time difficulties with a child can occur. Where situations cannot be resolved, the School reserves the right to ask parents to remove a child for a period of time or permanently, in the interest of the child or the School as a whole. In matters of discipline, the Principal may exercise that right immediately. In this event, fees are not refundable.

## Bus Service

Our KAL Transport bus service provider serves key locations around Singapore. The routes are based on the current locations of our confirmed students and are designed to be convenient to as many families as possible. There must be a minimum of 8 students from an area for our bus service to run. For more details on routes and costs, please go to our website to Parent Essentials – School Transportation. If you have any further questions, please contact KAL Transport on [dcis@kaltransport.com.sg](mailto:dcis@kaltransport.com.sg)

If your child is travelling to school by bus, please ensure that they know the home time bus number. Teachers will escort the children to their buses at the end of the day. Children are expected to behave appropriately on the bus. Bus wardens will report disruptive behaviour to the Head of School and parents will be notified. Please note that the child's behaviour on the bus is the responsibility of the parents. DCIS Bus Safety Rules and Discipline Procedure can be found in the Behaviour Policy section of this handbook.

## Arrival and Dismissal Traffic Management

Parents must observe the traffic management system to ensure the safety of the children and the free-flow of parents and therefore parents must abide strictly by the rules.

Members of staff are on-hand at the start and at the end of the day to help supervise. Please respect their direction and understand that they are there to ensure the safety of children and to help the smooth running of the traffic.

It is not permitted for cars to be parked and children to be dropped off at the front entrance as this is reserved for buses during peak hours.

The school day ends at 3.00pm. Extra-Curricular Activities finish at 4.00pm. Children should be collected either from the Lower Primary Cafeteria or from the car pick up point/turning circle outside the Upper Primary building. Children will not be allowed to wait outside for parents. Children will not be able to wait for siblings to complete their ECA and must be collected promptly.

## Arrival/Drop Off

A no entry system operates at the entry to the car parking bays on campus from 7.45am to 8.30am as this is reserved for buses. No parking is allowed on campus during this time.

1. Drop off by car: If you are dropping your child off by car, then you can drive on during this time to the Drop Off/Pick Up Point at the Turning Circle, where our staff and TAs will be meeting your children.
2. Drop off by foot: The Pedestrian Gate is opened on Dover Road by the bus stop during peak arrival and dismissal times. If you are walking to collect your children, please use this gate, where one of our security guards is posted to assist. Pedestrians must exercise extreme care, remaining within designated pathways and crossing via the zebra crossings. Parents must supervise their children carefully. Pedestrians coming in via the Front Entrance Gate must follow the designated pathways to the main steps.
3. Parking: In the morning, there are only very limited parking spaces available in the marked parking bays at the front entrance ONLY for Nursery, Reception and DSE students. No queuing for parking spaces is allowed as it will block access for the buses. If there are no spaces available, you will need to drive off campus and park elsewhere as no cars can park on campus in the morning before 8.30am. Parents in cars can access the campus for drop-off only at the roundabout/turning circle. Do not park on Dover Road or

Medway as the LTA makes regular checks. Instead please use the parking opposite either in the Singapore Polytechnic on Dover Road or Block 28 HDB Dover Gardens (accessed from Dover Crescent) and then walk in to school using the Pedestrian Gate.

### During the School Day

There are limited car park spaces for parents at the front entrance between 8.30am and 2.30pm. Parents should park carefully within marked bays and ensure that they do not obstruct access for emergency vehicles at any time. Parents are requested not to occupy a parking bay for an excessive period of time.

### Dismissal/Pick Up

A no entry system for cars operates from 2.00pm to 3.15pm as this is reserved for school buses. No parking is allowed on campus at this time. There are no parking spaces available at the end of the day and all parent cars must have vacated the school car park by 2.00pm.

1. Picking up by car: Parents arriving by car for student pick-up cannot enter until the school buses have left campus at approximately 3.10pm. Teachers and TAs will be waiting with your children at the Drop Off/Pick Up Point at the Turning Circle when you are able to access campus after the buses have left.
2. Picking up by foot: All parents coming on campus to meet their children should congregate in the Lower Primary Cafeteria where members of staff are on duty. This area is dedicated to pick up and will not be used for other purposes. There is signage to direct those collecting children on foot, if you have any questions about location of the venue then do ask a member of staff. Pedestrians coming in via the Front Entrance Gate must follow the designated pathways to the main steps.

**Please note: Nursery and Reception parents are asked to collect their children from their classrooms.**

3. Parking: No parking will be allowed on campus during peak arrival and dismissal times. We recommend parents use the Pick Up/Drop Off point at the Turning Circle or parking is available at the HDB multi-storey car park on Dover Crescent or the Singapore Polytechnic Car Park at Gate 1 on Dover Road. Families can then either enter via the Pedestrian Gate by the bus stop or through the DCIS front gate entrance.

### General Traffic Rules

Please note that parking in the car park bay opposite the school steps is not permitted at any time between 7.30am-8.30am and 2.00pm-4.30pm.

No on-site car parking is available to parents from 2.00pm to 3.15pm and 3.45pm to 4.30pm. Parents can still drive on to campus and proceed to the Drop Off/Pick Up Point at the Turning Circle after the 3.00pm buses leave (at approximately 3.10pm) and when the ECAs have finished (at approximately 4.00pm). However, if you wish to park and collect your child, you must have vacated the car park by 3.45pm, so that our buses can access the campus for the 4.00pm ECA bus service.

Taxis will also be requested to pick-up/drop off at the Drop Off/Pick Up Point at the Turning Circle. Pick-up is not permitted at the school steps (in front of school) until after 4.30pm.

Traffic notices are posted from time to time and we ask that they are obeyed.

Speed restrictions within the grounds are 10 mph, and Dead Slow operates between the buildings.

Please drive carefully within the school grounds. Drivers must remember that young children are not always as aware as they should be around cars.

Please make sure that carers authorised to deliver and collect children to and from School are aware of and comply with our procedures.

Parents should expect delays in drop off and pick up arrangements at the beginning and end of each term and when there are changes in the weather.

## **Security**

### School Access

All adults (staff, parents and visitors) are required to show and wear ID in order to gain access into the school. Likewise, only those cars with a visible DCIS Vehicle Decal Sticker and a valid DCIS Parent ID Card will be allowed access into the school.

### Security Guards

Security guards are onsite 24 hours a day. To ensure a secure school environment, our security guards monitor visitor access on campus. When entering the campus, parents will need to show their DCIS Parent ID Card to gain access. The security guards will enforce the above rules in the interest of the safety of all people within the school and are merely following instructions from the management in doing so. Parents are requested to be polite and respectful to the security guards.

### Vehicle Decal ID Stickers

DCIS is introducing Vehicle Decal Stickers in the 2016-2017 academic year. All parents who have a vehicle are asked to complete the DCIS Vehicle Registration Form and return it to the School Reception to collect and display the DCIS Vehicle Decal Sticker. This sticker must be displayed on the left hand side of the vehicle windscreen. Vehicle Stickers must be returned to DCIS Reception on withdrawal from DCIS.

### Parent ID Cards

DCIS is introducing Parent ID Cards in the 2016-2017 academic year. Initially each family will be provided with 2 Temporary Parent Pass cards free of charge when they complete a DCIS Parent ID Registration Form at Orientation or from the School Reception. If parents need an additional card for another person who will be regularly visiting campus (e.g. helper, grandparent, etc.), please indicate this on the DCIS Parent ID Registration Form. The Temporary Parent Pass cards must be shown to Security to enable access to campus and should be worn at all times when a parent is on campus. Lost cards must be reported to the Reception Office immediately. The process for the introduction of photographic ID cards will be announced in Term 1.

Parents visiting the School for workshops, parent meetings or other events that will last longer than twenty minutes outside of drop-off and collection must sign the Visitors' Book at the School Reception. This will enable us to account for everyone in the event of an emergency. This does not apply to pre-planned school events that attract a large number of visitors e.g. sports matches, assemblies, Open Day.

**Please note: Parents must not take photographs or video footage of any children other than their own on campus.**

### Visitors during the School Day

All visitors to the School during the school day must sign the Visitors' Book and receive a Visitor Pass in the School Reception on their arrival and departure. It is important that we monitor adults on site not only to safeguard our children but to enable us to account for everyone in the event of an emergency.

## **Emergency Procedures**

The children regularly practise our emergency evacuation procedures and are well rehearsed in the routine.

## Fire Alarm Procedure

In the event of the fire alarm sounding at collection or arrival times, parents are required to assemble on the sports field, away from school buildings, the staff and children. At all other times during the day, parents will have recorded their presence at the School Reception and so will need to ensure they are accounted for with the School Reception before moving to their assembly point. It is important that parents do not interact with the children as we need to account for all students quickly and calmly. Walk calmly to the assembly point and wait for the all-clear to be given before returning to the building. If you are in your car when the alarm is sounded, please pull in to the side of the drive (away from buildings) to allow access for emergency vehicles. If you are parked in the car park, please leave your vehicle and assemble on the sports field.

## Lockdown Procedure

DCIS has annual lock down drills. The annual practice is designed to familiarise the children with what would happen if we did have an emergency in school and needed to put steps in place to keep the students safe. Please be assured that you will be informed of any lockdown procedure and our staff talk to Primary students in advance about the drill and explaining the reason for the procedure without worrying them. They will address the matter in terms of 'keeping safe around school'.

## Campus Closure

In the event of school closure due to extreme weather conditions, every effort will be made to contact all parents/guardians. If we cannot reach you or your emergency contact, we will look after your child until you arrive. Please ensure that you are able to pick up your child in the event of bad weather. In the event of bad weather, the School will be guided by the recommendations and decisions of the Singaporean authorities.

## PSI Haze Safety Guidelines

The School will be guided by the recommendations and decisions of the Singaporean authorities in deciding whether to effect a temporary campus closure due to high levels of PSI haze readings. In the event of School closure, every effort will be made to inform and contact all parents/guardians and through notices on the School's website and posts on the School's Facebook page. If we cannot reach you or your emergency contact, we will look after your child until you arrive. Please ensure that you are able to pick up your child in the event of School closure due to severe haze.

3-hour PSI Reading	Actions
Between 0 and 50	Monitor readings: advise no impact on student activities, including outdoor activities like sports and plays.
Between 51 and 150	School Administrative Office will advise the Principal about added precautions to be taken, including ensuring that teachers: Advise students to take more drink breaks; Advise students to go to the school nurse with any breathing issues; Monitor students with known medical issues such as asthma and cardiac conditions and refer them to the school nurse if there are any concerns; and Ensure students do not participate in strenuous activities if they feel unwell.
Between 151 and 200	All outdoor activities to cease: Sports relocated indoors; Students to remain inside during breaks; and Outdoor ECAs suspended and students supervised indoors for the duration of the ECA
Above 201	All school community events to be cancelled.
Above 300	DCIS Senior Leadership Team will decide on School closure. DCIS will inform parents and students of any school closure via e-mail, notice on the School's website and posting on the School's Facebook page.



## Facilities

### Libraries

DCIS has two libraries on campus and they are the focus point for a number of school-wide events through the year. There are regular book fairs at Orientation/Registration and during the DCIS Book Week. Every student in the school can borrow library books. These will be checked out and the borrower is responsible for their return in good condition. A replacement charge will be levied on lost or damaged books. There are weekly library sessions and all children are requested to change their books during these sessions or during break times and after school, if necessary. Students may, of course, keep the books for a longer period if they so wish by checking them out again on or before the due date. All books, including library books, reading scheme books and textbooks must be returned to the School libraries before the end of the school year.

### Technology

There are many resources available for all staff and students to use at DCIS: Primary School Computer Suite, Secondary School Computer Suite/Animation Studio, Radio Studio, TV Studio and class sets of iPads. The Animation Studio has 24 machines and a teacher station that can control all the machines in the room. Each machine has a web cam, access to the student data network drive and the ability to display any machine on the TV using the Apple TV and Airplay technology.

### Red Dot Radio Studio

Students from Reception right up to Year 12 have access to our school's radio station, Red Dot Radio. There are many benefits for our students in using the radio station, including developing their speaking and listening skills, building confidence, giving students a voice and working inclusively. The radio station has been hugely popular since it arrived last year and students love getting involved. They can get involved with the radio in a number of ways:

1. In lesson time with their teacher or subject specialist
2. Year group broadcasting projects
3. Becoming a Radio Leader (Year 4 – 12)
4. Radio Team weekly news broadcasts
5. Attending training at lunch break
6. Joining the Radio Club ECA
7. Special events and special guest interviews

Radio recordings can be saved and uploaded for sharing and live streaming can connect the students instantly with their audience. Students have recorded radio assembly broadcasts, plays, songs and jingles, yearbook reflections, shared Global Campus news broadcasts with our NAE schools, interviewed Juilliard Alumni as well as a recorded broadcasts on a huge variety of topics for their project based learning and specialists subjects. The possibilities are endless and the students so enjoy this resource.

### DCIS TV Studio

DCIS has a well-equipped TV Studio, with two professional cameras, two microphones and a boom mike. The Mac in the studio runs Blackmagic software for filming and has FinalCut Pro for editing. The TV Studio is available for all year groups, from Nursery upwards to use to support their learning, from recording short performances, book reviews, news reports, etc.

### Playgrounds

There are 3 playgrounds at DCIS. Each playground has been designed for a specific age level. Children may only use the playground equipment when under adult supervision. Parents must be vigilant and supervise their children carefully at the end of the school day.

## Campus Rules

To maintain a pleasant environment for all at DCIS, the campus has a No Durian and No Pets on campus policy. Parents also must not take photographs or video footage of any children other than their own on campus.

### Medical Centre

Should your child feel unwell while they are in school, our experienced School Nurses are here to help. They can be reached on the e-mail: [medicalcentre@dovercourt.edu.sg](mailto:medicalcentre@dovercourt.edu.sg). Most minor ailments or cuts and scrapes can be dealt with simply and quickly by the nurse. However, if the nurse feels that the child is not likely to quickly recover then she will contact the parent by telephone. It is important that we have your up-to-date details so that we can easily get in touch. Please complete the DCIS Medical Form. This form also includes a section on our nurse giving your child non-prescription medicines with your prior consent.

We do ask you not to send your children to School if they have a temperature of more than 37.8 degrees or if they have been sick or have had diarrhoea during the night. Your doctor can advise you as to whether it is appropriate to attend School. It is important that children are fully recovered and rested before returning to School and it is normal to allow 48 'symptom free' hours for this. If your child is ill and will miss school, we ask the following:

1. Inform the school office that the child is unable to come to school
2. Keep the child at home until fit to return to school
3. Do not let children control or keep possession of medicines of any description in school
4. All medication must be handed to the Nurse with written directions by the parent
5. Send an explanatory note when the child returns to school after an absence.

Please note that when your child returns to school, he/she will be expected to fully participate in all activities at school.

### Immunisations

Immunisations are considered to be a family responsibility. We ask that parents keep the school updated as vaccines are administered. Childhood immunization provides protection against serious diseases which can otherwise lead to lifelong complications and can occasionally even be fatal. If enough children are immunized against a particular disease, the risk of it spreading from person to person is reduced. Singapore is free from vaccine-preventable diseases like poliomyelitis, diphtheria, tetanus and pertussis (whooping cough) in part because of a successful immunization programme.

It is compulsory that the Student be vaccinated as per the prevailing Singapore National Childhood Immunisation Schedule prior to, and where applicable, during his/her enrolment. The Singapore National Childhood Immunisation Schedule can be found on the following website:

[www.nir.hpb.gov.sg/nir/sv/eservices/eservicesv?ACTION=DISPLAY\\_IMMUNSCH](http://www.nir.hpb.gov.sg/nir/sv/eservices/eservicesv?ACTION=DISPLAY_IMMUNSCH)

In the event the Student has failed to obtain necessary vaccination, the Student shall have 30 (thirty) days to procure the same, failing which the Student will be refused enrolment unless the Student is able to provide evidence of any waivers and/or exemptions from the Director or any officer of the Health Promotion Board as defined under the Infectious Diseases Act (Cap 137).

### Infectious or Contagious Diseases

The isolation periods for children suffering from such illnesses are given in the table below and should be followed in all cases. The School insists that the parents acquire a medical certificate from the doctor to confirm that the child is fit to return to school.

<b>ILLNESS</b>	<b>RECOMMENDED INCUBATION PERIOD</b>	<b>ISOLATION OF STUDENT</b>
Chickenpox	14-21 days	Until all scabs are dry
Fifth Disease (slapped cheek)	14-21 days	Not infectious after appearance of rash
German Measles	14-21 days	4 days from the appearance of rash
Hand, Foot & Mouth Disease	4-6 days	Until all sores have healed
Measles	10-14 days	4 days from the appearance of rash
Mumps	14-21 days	Several days after appearance of swelling
Other Childhood Conditions:		
Conjunctivitis	Exclusion from school until eyes are back to normal	
Head Lice	Exclusion from school until treatment has started	
Impetigo	Exclusion from school until treatment has started	
Verruca Sores	Must be covered before participation in any aquatic activity	

If your child has some special medical needs, we encourage you to get in touch and discuss these with us. This allows our nurse to offer the best possible care to your child. The School does also recommend that the parents arrange for their child to have private medical and accident insurance coverage during their time in Singapore.

#### Banned or Controlled Substances

The School has a zero tolerance for possession, use or trafficking of controlled substances by Students. Appropriate action will be taken by the Principal if any Student is found to be in possession of, using, or selling illegal drugs or controlled substances. This action may result in expulsion and the relevant authorities being notified. Controlled substances are as defined in Singapore Misuse of Drugs Act (Cap 185).

If the School deems it appropriate, the Student may be required to complete a drug test. If the drug test results from a laboratory test conclusively show that the Student has used any form of Controlled substance, appropriate action will be taken by the Principal. Refusal to provide the necessary sample for laboratory analysis may result in expulsion and the relevant authorities being notified. Students who are expelled due to a positive drug test will not be considered for re-admission into the School.

#### Nut Allergies

DCIS is a 'nut-aware' school and politely requests that children, parents and staff avoid bringing foods into school which contain any form of nut ingredients.

#### Personal Accidents

The safety of the students in our care is our paramount concern, and we always endeavour to ensure that all reasonable measures necessary to protect the children are anticipated, acted upon, observed and reviewed. However, accidents and injuries do occur from time to time, often without anyone being at fault. We have a limited personal accident insurance coverage for any accident or injury which occurs to a student that is not attributable to our fault. Parents may therefore wish to consider having a separate medical insurance policy to cover for accidents to their children which occur outside the home.

# DCIS Programmes and Curriculum

## Curriculum

The curriculum at DCIS is based on an enhanced version of the English National Curriculum, we have designed a curriculum that empowers learners of all abilities, across a wide range of subject areas. Details on the English National Curriculum can be found on the website <https://www.gov.uk/government/collections/national-curriculum>

DCIS delivers, as you would expect, individualised learning based on outstanding teaching and engaging experiences. Whatever your child's prior ability we support them in making optimum progress. However, the real magic of Dover Court's curriculum is the philosophy and spirit behind it, which extends far beyond the limitations of a printed curriculum.

The school philosophy is driven by a number of key principles. We nurture life-long learners as 'whole children', which means that our curriculum is highly personalised. So, we endeavour to find your child's potential and help them to achieve it. In order to do this we will identify their learning needs, which may mean that they need to be challenged by work a year or even two ahead of their chronological age, or they may need very particular support for learning difficulties. Whatever the case, they will receive a challenging and supportive level for their own individualised needs.

Furthermore, our 'whole child' approach ensures that your child progresses across a very broad range of learning experiences. Whether through the unique Juilliard - Nord Anglia Performing Arts Programme, or through our extensive range of sporting activities, or the exciting programme of expeditions and events such as our Global Orchestra in New York and mountain climbing in the Swiss Alps.

Our motto is 'Be Ambitious'. Our curriculum is ambitious for your child and will enable them to be ambitious for themselves and one another. In this way we know that we are preparing your child not just for the rigours of high level performance in the examinations ahead, but that we are also ensuring that they become lifelong, passionate and joy filled learners.

## Year Group Information

Every student will be allocated to a form or class teacher, with whom they will register each morning. The form or class teacher should be the first point of contact should the parents need to inform the school of any personal information. In each year there may be more than one class. In order to identify them easily in Primary School, they mostly carry the initial of the first name and surname of the Class teacher e.g. Fred Smith's Year 4 class would be identified as 4FS.

We find that children thrive in their appropriate class age groups. Students must have reached the entry age below, before 1 September of the year of admission as detailed on the Guidelines for Year Placement in the Appendix.

**Please note that a student enrolled in the Nursery or Reception programmes must be completely toilet trained and be able to independently look after his/her own toileting.**

The placement of a child in a specific class is always dependent on date of birth. An interview/test to assess a child's language competency and academic potential is required for all children. All children are catered for by a differentiated curriculum. Activities are matched to the child's abilities and all children are encouraged to meet challenges with confidence. This means that some children may be working at a lower or higher level than the other children in the class. Class sizes are small and there are teaching assistants in classrooms up to Year 2 and in all DSE classes, thus allowing children to receive individual attention when it is required.

## Composition of Classes

At the end of each school year, all class groupings are rearranged in preparation for the next school year. Various factors are taken into consideration when deciding on these groups, including:

1. Student and teacher fit
2. A balance of abilities
3. A balance of gender
4. Consideration of social strengths of children
5. A spread of nationalities (as far as possible)
6. New students joining the school.

Children's friendship groups and choices are also considered, although a key advantage of rearranging classes is that children are given the opportunity to establish broader relationships within their year group. The class groupings and placement of each child are at the absolute discretion of the School. When new students arrive mid-year they will be placed with the same criteria stated above, yet where classes are already full, it may be simply a matter of taking the place of a student who has left. Because of this, specific requests for a particular teacher cannot be accepted.

## Classroom Environment: Reggio Emilia Approach

"Space has to be a sort of aquarium that mirrors the ideas, values, attitudes, and culture of the people who live within it." - Loris Malaguzzi

Paying thoughtful attention to creating an environment enables children to develop relationships with the world around them, themselves and each other is an important aspect of creating an atmosphere that promote learning. The Reggio Emilia approach is known for regarding the environment as the third teacher.

"Early childhood environments should be inviting and cultivate children's curiosity, wonder and imagination." - Curtis and Carter

Materials should be easily accessible and uncluttered and inviting. Every resource displayed should be carefully considered for its purpose. Reggio inspired schools aim to create a welcoming, nurturing, home like environment. This doesn't have to be expensive, or require new resources. Little touches, like framed pictures or a vase of flowers can make all the difference. Reggio inspired environments respect the need for comfort and a place to pause, for both children and adults alike. Natural materials provides an infinite number of possibilities, and convey a sense of calmness and tranquility for both children and adults. The classroom environment is kept minimal and purposeful with homely touches.

## Primary School

For children in Nursery and Reception we base our curriculum on the Early Years Foundation Stage (EYFS) curriculum from the UK and we also incorporate best practice from Early Years education throughout the world. For children in Key Stage 1 and Key Stage 2, the children follow the National Curriculum for England in Mathematics and English and the International Primary Curriculum (IPC). Our Curriculum has been carefully designed for children of all abilities and all learning styles, and encourages individual and group work competencies. Our Parent Guidelines for Mathematics Strategies in Primary School can be found in the Appendix.

### International Primary Curriculum

The International Primary Curriculum (IPC) is currently being used in over 1,800 schools in 90 countries worldwide. It was launched in the year 2000, created by leading experts in children's learning from around the world. The IPC is delivered in such a way that it ensures continuity and progression throughout the years, feeding naturally into the Secondary Curriculum, and then into the IGCSE courses. The IPC is a thematic curriculum promoting inquiry-based learning through units of work that today's children find interesting and relevant. Each unit of work lasts on average about six to eight weeks and links all subjects through this one common theme.

## Reading Fundamentals

The Reading Fundamentals programme at our school provides a rigorous and thorough approach to learning to read and spell. It is predicated on the two principles of synthesis (putting sounds together to make words) and segmentation (splitting words into their constituent sounds). Through daily practice, the children form robust phoneme-grapheme correspondences and usually make rapid progress with their reading.

## Mandarin

All Primary Students have Mandarin lessons every day. The lessons range from 20 minutes to 50 minutes on a daily basis.

## Primary School Homework

### *Our Aim*

Homework is an integral part of life at DCIS. All students from Reception and above are involved in the programme. At DCIS, the aim of homework is to provide opportunities for independent learning to be undertaken outside of curriculum time that reinforces, extends or enriches current learning.

### *What is the purpose of homework?*

To enable children to take responsibility for their own learning and become independent learners who make choices about their learning and develop perseverance. Homework enables children to practise and consolidate skills, and aims to broaden the context of learning and provide enrichment and extension. Crucially, homework also provides opportunities for parents to be involved, appropriately, in their children's learning.

### *Is homework compulsory or optional?*

As a school we are not able to enforce homework, and participation in the programme is the choice of the parents. We do fully understand that some weeks are very busy and that homework may become difficult to complete. If for any reason you do not wish your child to complete homework, then please communicate with the teacher directly. We would hope that all children will do some weekly homework and it would be expected that, at the very least, your child will complete their reading, spelling and where appropriate, multiplication tables practice. Do talk to your child's class teacher if you have any concerns about the DCIS homework programme.

### *When is homework given out due back?*

Homework is given out each Friday and is brought back to school by the following Wednesday at the latest. Timings for half termly projects relating to the IPC topics will be communicated to you so that you know when a project should be complete and returned to school.

### *How will I know about my child's homework?*

Homework is sent out to parents each Friday in the 'Weekly Round-Up' email. In Year 3 to Year 6 the children will also record homework in the Student Planner. This is to help your child develop their independence with homework and means they are not reliant upon parents to read the 'Weekly Round-Up' email and tell them what they must do.

### *Will homework be marked?*

Yes, homework will be marked. In some cases the work will be marked by the teacher, in other cases the work may be marked by your child (self-marking) or by a classmate (peer-marking). Marking will always be overseen by the teacher, so in the case of self or peer-marking, the work will still be checked by the teacher and stamped with a 'homework checked' stamper.

### *Will my child have a homework book?*

Children from Year 1 to Year 6 will have a Spelling Journal for their spelling work. Children in Year 3 to Year 6 will also have a homework book where sheets can be stuck and work recorded. For children in Year 1 and Year 2, any sheets/pieces of work will be collated into a cardboard homework folder that is kept at school. It is not expected that there will be a great deal of 'paper homework' for these year groups.

### *How will spelling work?*

Weekly spellings will be stuck or written into the Spelling Journal. In the front of the journal there will be a bank of fun and diverse activities that children can choose from, the aim being that spelling homework does not become a repetitive chore. The Spelling Journal should be returned to school each Wednesday with any other completed homework, to be checked by the teacher. In the year groups where a weekly spelling test takes place (Year 3 to Year 6), the test will be recorded in another book that will be kept at school.

### *Can I ask my child's teacher for extra homework?*

Our homework policy will never please everybody. However, the teachers set a particular amount of weekly homework that we as a school believe to be the 'best fit' for children in a particular year group. Therefore, our teachers will not set additional homework for particular children. Teachers will be able to direct parents to websites that can be dipped into for additional activities at home.

### *Will there be holiday homework?*

Other than reading, holiday homework is not part of our programme. Again, your child's teacher will be able to direct you to websites that you may like to use over the school holidays. We will happily send home reading books to support your child's reading development at home over the holidays should you wish to have them.

### *Will my teacher give homework if we take leave during term time?*

Homework will only be given if leave is prolonged and unavoidable. Teachers will not provide homework for families who decide to take holiday or family leave during term time.

### *Skoolbo*

Skoolbo is a fun, online Educational platform that all children in the Primary School can access, both at home and at school, to support their Maths and English work. Every child in the Primary School has a login, please talk to your child's class teacher if for any reason your child does not have a login or the login does not work. Activities are not set by the teacher, your child can simply log on and complete activities at their own level. Skoolbo is an optional part of our DCIS homework programme and can be accessed at: <http://www.skoolbo.co.uk/>

### *MyiMaths*

Weekly maths homework may be set by teachers on MyiMaths. Children will be given a login and will be able to use this to access activities that relate to work covered in class that week, serving the same purpose as a worksheet stuck into the homework book. The work is marked electronically and the teacher will log on and check that the work is completed and will be able to see how your child has done on activities set for the week. MyiMaths can be accessed via the link: <https://www.myimaths.com/>

*How can I support my child with their homework?*

Work out the best time for your child to complete their homework. Not all children are ready to (or want to) work after a long day at school. For some children, mornings work better and for others the best time is at the weekend.

Set a schedule and set time aside to complete the work. Talk to your child about the schedule and put it somewhere where it can be seen and remembered.

Don't try to get through all homework in one go. Spread it out over the week as best you can.

Turn the TV off! Set up a quiet and comfortable area to work where your child will not be distracted.

Encourage independence but be on hand in case your child needs some support.

There shouldn't be tears or tantrums (either your or those of your child!). If there are then something is not working.

Put the homework away, do something else and come back to it at a later time. Talk to your child's class teacher if you have any concerns.

Be positive and give praise.

*Specific Guidelines for Homework across the Primary School*

The guidance below is for mainstream classes. Although there is an expectation that the majority of ESL children will be able to access homework, this may need to be modified to meet their specific needs. Homework for DSE is at the discretion of the teacher and again planned to meet the needs of the individual.

EYFS (Nursery – Reception)	Reading books as appropriate Assorted tasks related to learning sent home as a pack for parents to use as they wish
Key Stage 1 Homework Notes	Communication books for home/school notes as necessary Homework given out on Friday/back in Wednesday Home Spelling Journal used for homework spelling activities
Year 1	Spelling (5-10 words depending on phonics ability) with a choice of follow up activities - words not tested Practical or written maths based on current outcomes - 10 minutes per week 10 minutes reading daily - books changed at least twice weekly. Children are given 2 books to take home Topic – 1 half termly project per IPC topic Skoolbo optional
Year 2	Spelling (10 words depending on phonics ability) with a choice of follow up activities - words not tested Practical or written maths based on current outcomes - 15 minutes per week 10-15 minutes reading daily – books changed at least twice weekly. Children are given 2 books to take home Topic – 1 half termly project per IPC topic Skoolbo optional
Year 3 and Year 4 Homework Notes	Communication about homework via the weekly email Homework given out on Friday/back in Wednesday Home Spelling Journal used for homework spelling activities
Year 3	Spelling (10 words with up to 2 -4 extension words where appropriate) with a choice of follow up activities - words tested Maths – 20 minutes weekly based on current outcomes - could be MyiMaths Weekly multiplication tables learned for a test Reading - minimum 15 minutes per night Topic – 1 half termly project per IPC topic Skoolbo optional



Year 4	Spelling (10 words with up to 2 -4 extension words where appropriate) with a choice of follow up activities - words tested Maths – 20 minutes weekly based on current outcomes - could be MyiMaths Weekly multiplication tables learned for a test English comprehension (1x weekly) Reading - minimum 15 minutes per night Topic – 1 half termly project per IPC topic Skoolbo - optional Global Campus - optional
Year 5 and Year 6 Homework Notes	Communication about homework via the weekly email Homework given out on Friday/back in Wednesday Home Spelling Journal used for homework spelling activities
Y5	Spelling (10 words with 2 -4 extension words) with a choice of follow up activities Maths – 30 minutes weekly based on current outcomes - could be MyiMaths Weekly multiplication tables learned for a test English comprehension (1x weekly) Reading - minimum 20 minutes per night Topic – 1 half termly project per IPC topic Skoolbo optional Global Campus - optional
Year 6	Spelling (10 words with 2-4 extension words) with a choice of follow up activities Maths – 30 minutes weekly based on current outcomes - could be MyiMaths English - 30 minutes weekly based on current outcomes Reading minimum 20 minutes per night Weekly multiplication tables learned for a test Topic – 1 half termly project per IPC topic Skoolbo optional Global Campus - optional

Further information about homework will be given through the academic year by class and form teachers and through coffee mornings, parent workshops, curriculum evenings and at parent teacher events.

## Secondary School

The transition to Secondary School can often be a big step and we ensure that each child is given the appropriate amount of support to adapt to a more intellectually challenging curriculum. At Dover Court, we are fortunate that we are a ‘through school,’ which makes pupils’ transition through the years much smoother. Students join the Secondary School in Year 7, having already mixed with other forms through various activities such as sports days, community events, and academic studies.

All students follow a common curriculum based on the English National Curriculum. The following subjects are studied:

**Key Stage 3 (Year 7 to Year 9) Subjects:** English, Mathematics, Science, History, Geography, Design Technology, Mandarin, French, Art and Design, Music, Computing, Physical Education, and Drama.

In addition to these subjects students also follow a programme of Personal, Social and Health Education. Towards the end of Key Stage 3, a guidance programme leads into the selection of IGCSE courses for Key Stage 4.

**Key Stage 4 (Year 10 to Year 12) Subjects:** English, Mathematics, Science, History, Geography, Business Studies, Design Technology, Mandarin, French, Art and Graphic Design, Leisure and Tourism, Global Citizenship, Music, Computing, Information and Communications Technology (ICT), Physical Education, and Drama.

During Years 7 to 12, a blend of practical experience and experimentation, books, discussions, lectures and new technology allow students to learn at a rapid pace. Careful assessment, linked to UK standards, allows us to be sure that everyone is reaching their potential and that they are regularly monitored. Regular reports to parents provide reassurance and maintain the link between school and home.

All subjects are taught by specialist subject teachers, making use of the DCIS range of laboratories, computer rooms, gym and rooms for music and other lessons. Technology complements learning, with every classroom equipped with projectors and interactive whiteboards to help teachers bring learning to life. In Year 10 and 11, students sit the UK exams, IGCSE.

### Secondary School Homework

Secondary School homework is delivered through a Tic Tac Toe approach to develop independent learning skills and effective time management. The Tic Tac Toe method allows students some flexibility in managing their homework tasks, supporting the development of their study skills as they approach IGCSE, IBDP and beyond.

Links to the Tic Tac Toe Homework Booklets for Secondary School are forwarded to parents early in each term, alongside a Homework Support Guide which is also detailed in the Secondary School Student Planner.

The Tic Tac Toe homework will be the approach for the majority of secondary subjects in the Mainstream while students in DSE and ESL will receive tailored versions, appropriate to their timetable. Further information about homework will be given through the academic year by class and form teachers and through parent workshops, coffee mornings, curriculum evenings and at parent teacher events.

### Department of Supportive Education (DSE) and Learning Support

DCIS encourages all children to develop their full potential but recognises that some children progress at different rates to their peers therefore DCIS operates an inclusive education policy. The Department of Supportive Education enables every learner to reach their individual academic, social, emotional and physical potential.

Mainstream Learning Support is managed by SENCOs (Special Education Need Coordinators) who co-ordinate SEN provision across the school and collaborate with class teachers to ensure consistency of approach. Learning Support may be delivered on an individual/group and in-class or withdrawal basis. Parents will be consulted if a child is experiencing particular difficulties and an Individual Education Plan will be written for the child specifically to address their needs.

In addition, specialist classes of up to a maximum of 10 children offer an individualised provision in line with the English National Curriculum. In Secondary School, a focus on key functional and life skills equip young people for their next steps into post-16 education and adult independence through appropriate courses from the ASDAN (Award Scheme Development and Accreditation Network) curriculum in addition to the English National Curriculum.

The Department is supported by an experienced therapy team lead by our Educational Psychologist and includes Speech & Language, Physiotherapy and Occupational Therapy support.

It is required that parents declare full details of any known learning difficulty that their child has when submitting their application to DCIS. As stated in the Admissions Application Form and the Student Contract, there could be grounds for dismissal if it is later found that information has been withheld from the School with respect to the child's development or learning needs. There may be occasions when the School will require that a student undergoes an external assessment, from a professional of the School's choice, to help with the diagnosis of any suspected learning difficulty, for which the parents will meet the costs.

### English as a Second Language (ESL)

English as a Second Language (ESL) classes are offered at DCIS from Year 1 to Year 9. Parents of children requiring placement in the ESL Programme will be notified during the Admissions Process. If the school decides that a child needs to be placed in the ESL Programme, then it will be a compulsory placement. Placement in ESL will be assessed at regular points during the academic year.

## **Physical Education (P.E.)**

Physical Education at Dover Court provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them as their school years progress to make informed choices about their own physical development. Students experience a variety of roles and activities in which to participate in physical activity both within lessons and during ECA's. Students will learn how to analyse and evaluate performance and suggest effective plans for improvement from a young age.

At DCIS, each student from Nursery through Year 12 receives two sports lessons per week of varying lengths. Throughout primary each student receives 1 swimming lesson and 1 P.E. lesson per week. From Years 7-11 students experience 1 or 2 P.E. lessons per week and a minimum of 18 weeks of swimming dependent on the time of year.

All students are expected to participate fully in each lesson wearing correct P.E. or swimming kit. Failure to bring a Medical Certificate and forgetting kit will result in sanctions being imposed as this is an important part of the curriculum. If children are well enough to be in school, they are well enough to participate.

Students unable to participate for medical reasons need to give a note from parents to either their class teacher or P.E. teacher. A longer period of absence from P.E. requires a valid doctor's note stating the injury and expected time out. All non-participants where possible will still play an active role in the lesson through a coaching / umpiring role.

The highly qualified P.E. staff offer a wide variety of ECA's throughout the year as well as entering numerous teams into the ACSIS (Athletic Conference of Singapore International Schools) and other sports competitions.

## **Global Campus**

The Global Campus is a unique innovation from Nord Anglia Education. The vision for the Global Campus is that it is used to extend learning through collaboration and competition within and between our NAE schools. This offers students the chance to be part of thriving online communities, experience valuable peer-to-peer learning and collaboration, develop international communication skills and experience learning opportunities that would not be available to them but for being part of a global family of schools. The Global Campus encompasses the breadth of online, in-school, and worldwide opportunities that are available to your child.

Students at Dover Court International School are benefiting from a wide range of activities due to being part of the Global Campus. They have taken part in unique global events, including: coming together to become an orchestra, rehearsing and performing in New York; they will be leading community projects and experiencing the best in outdoor education in Tanzania; they have worked with experts and leading professionals through online projects, including journalists, scientists, authors, illustrators and historians; and they have conquered the Swiss Alps on an Alpine Adventure.

Each year universal core opportunities will be available to all students through the Global Campus, including a global creative writing competition, a summer photography competition, a primary and secondary debate league, a global library, and a visual arts competition. For more information on Global Campus visit the website at: <http://globalcampus.nae.school/>

## **The Juilliard-Nord Anglia Performing Arts Programme**

The Juilliard-Nord Anglia Performing Arts Programme focuses on inspiring a deep love of the arts in every student. This is fostered at DCIS in a number of ways - with the enriching curriculum in the classroom being the first and foremost objective.

The curriculum combines high-quality teaching with the traditions and expertise of The Juilliard School to promote creativity, critical thinking and collaboration. There are 21 key learning objectives that your child is assessed towards, which use a Juilliard-curated repertoire of selected musical works to place each objective

within a cultural context. These learning objectives are brought to life through hands-on keyboard activities that help your child develop creative skills such as improvisation and composition.

Fostering your child's love of the arts is supported at DCIS by a range of performance opportunities by students and visiting Juilliard alumni. The *Celebration of the Arts*, *Promenade*, and *Juilliard-NAE Performing Arts Week* enable your child to work collaboratively whilst unlocking their own imagination in rock band, choir, orchestra performances, solo recitals and drama presentations.

Each child's participation in these co-curricular music events at DCIS not only helps to improve their own reflective and critical thinking, but encourages risk-taking and develops innovation across other subjects. It is for this reason why the Juilliard-Nord Anglia Education Performing Arts Programme plays a transformational role in your child's education.

More information about the programme at DCIS will be presented at Parent Workshops through the academic year and can be found on our website at:

<http://www.nordangliaeducation.com/our-schools/singapore/learning/juilliard-nord-anglia-performing-arts-curriculum-social-hub>

### **Instrumental Lessons**

Students are encouraged to learn a musical instrument. Lessons take place either during the day by withdrawal from regular lessons or after school. Lessons are taught by peripatetic teachers and they must be paid for in advance. Please complete the DCIS Individual Private Music Lesson Form to indicate interest in private music lessons.

### **School Visits and Travel**

Upon joining the School, parents agree in the Student Contract for their child to go on educational visits, to attend sports lessons such as swimming at different premises and to attend sporting fixtures at other venues. Every student must have a DCIS School Trips Medical and Consent Form completed every year which will be kept in the student central files for teachers to access when they take a trip. Every trip requires specific parental consent. Trips will incur additional costs that will be clearly identified to parents. It is important to note that where a specific consent form is required, your child will not be allowed to participate in the activity if you fail to return the completed form. If at any time there is a particular visit or sporting event in which you do not wish your child to participate, please notify the class teacher in writing.

For all field study trips and residential trips, a risk assessment is undertaken by the trip leader prior to departure; this risk assessment is then submitted to the Head of School for consideration, modification and final sanctioning. An informative letter together with a permission form will be sent home to parents before a visit or trip, and no student will be allowed on the trip unless a signed permission form has been returned to school. Parents may sometimes be invited to accompany trips and assist in supervising.

The safety of the students in our care is our paramount concern, and we always endeavour to ensure that all reasonable measures necessary to protect the children are anticipated, acted upon, observed and reviewed. However, accidents and injuries do occur from time to time, often without anyone being at fault. We are unable to offer compensation for any accident or injury which is not attributable to our fault during any school trip. Parents may therefore wish to look into the question of whether their own health, travel or other insurance policies offer adequate cover for accidents to their children which occur outside of the home.

### **House System**

A house system is a fundamental part of team building, promoting co-operation and a sense of belonging. At its heart, it helps instil good behaviour and discipline through the pursuit of common goals and shared aspirations. House points may be earned by children as a reward for good work, high achievement and/or strong endeavour.

Sport provides a great opportunity to earn points as a team, as does the opportunity to participate in a number of inter-house challenges and activities in creative work organised throughout the year. Siblings will always be placed in the same house. The DCIS Houses are named after famous explorers: Cook, Armstrong, Hillary and Columbus.

## **Student Council**

The aim of the Student Council is to achieve a widespread deep involvement involving as many students as possible. In traditional council models there is usually only a small proportion who have become an active part and sometimes it feels like once the election is over, all goes quiet. The DCIS Student Council model involves 2 key elements:

1. There are class councils so that each class will meet regularly following an agenda and recording minutes. The minutes from each meeting will be sent to the SLT and as such will mean that the voice of all students can be heard.
2. There are action and communication teams and students are able to apply for additional roles within these teams.

## **Assessment and Reporting**

### Assessment

Assessment provides DCIS with a rich source of information, allowing the teachers to identify a student's cognitive strengths and areas for development in reasoning with verbal, quantitative, non-verbal and spatial concepts. The data enables us to understand the learning needs of all of our students, which will help us set appropriate and meaningful curriculum targets. Regular assessments are carried out throughout a student's time at DCIS and the results are carefully recorded. Performance data is collated centrally to aid individual target setting and evaluating the effectiveness of learning and teaching through the school. The results of CATs (Cognitive Ability Tests) from Year 5 onwards are for internal use only and will not be provided to parents.

### Reporting to Parents

At DCIS, we believe that an effective reporting system is both necessary and desirable to ensure that the highest quality of information is made available to parents. There is a balance of styles of reports during the year. Parents are invited to make an appointment to see the respective teacher if there is any aspect of the school report that requires clarification.

#### **1. Orientation Meeting**

At Orientation, each class teacher hosts information sessions for new and returning parents. This is an information sharing opportunity about the day-to-day items in the classroom e.g. timetables, supplies, lunches, etc. Please note that this is not meant to be an in-depth discussion of the curriculum. There is an opportunity to learn about the curriculum in more detail at the Term 1 Curriculum Evenings.

#### **2. Curriculum Evenings**

Early in the first term of every school year, each Year Group hosts a Curriculum Evening for parents. This is a time when teachers make presentations to parents on their curriculum plans for the year. These sessions are seen as an important opportunity for teachers and parents to establish a strong working partnership for the year ahead.

#### **3. Parent-Teacher Conferences**

Parent-Teacher conferences are scheduled for various times through the year. These are an opportunity for parents and teachers to get to know each other better, as well as exchange information on their child. It will enable parents to learn of specific learning targets that have been identified for their children. Staff and parents are encouraged to keep open channels of communication, and, if a concern arises with a student, not to wait until the formal conferences to share it with each other. Staff will be responsive to parents wanting to meet them over particular issues by setting up appointments.

#### **4. Written Reports to Parents**

All written reports issued by DCIS become a permanent record of a student's studies here and reflect our standards and expectations.

### **Behaviour Policies**

#### Primary School Behaviour Policy

##### **Our Philosophy**

Our Primary School Behaviour Policy recognises that positive behaviour is successfully reinforced through positivity, motivation and celebration of success. Therefore, we aim to celebrate students' achievements, progress, behaviour and successes within our whole class community by motivating our students to be the very best they can be, and by celebrating this through meaningful rewards which are rooted in student voice.

##### **Our Primary School Approach**

It is important that the approach across the school is consistent. This is especially important to allow for smooth transition for students integrating into other classes across year groups. The use of specialist teachers in DCIS makes the need for consistency in all classes all the more important. To achieve this the following guidelines should be strictly adhered to:

- The silent signal is used to gain student attention. This is a hand raised in the air with an optional spoken, not shouted verbal signal e.g. 'high five everyone'. Class claps, repetitive phrases and rhymes should not be used as these vary from room to room and lack the consistent approach required
- No shouting. Calm discussion with a firm voice should be used to make the student aware of inappropriate behaviour and a rational explanation should be given so that the student can identify what it is that they need to change
- Positive praise for good behaviour/effort/progress should be given when earned in line with our policy below. Raffle tickets/prizes and other strategies should not be used in addition to the Golden Jar
- Negative behaviour should be addressed following the behaviour guidelines outlined in this policy
- We are all responsible for every student. High expectations are not just towards own classes but across the school as a whole. Therefore, we all support the behaviour of any student, in any class anywhere around school

### **Whole Class Collaborative Rewards**

#### **The Golden Jar (Nursery – Year 4)**

In order to further embed the Kagan Cooperative Learning Structures within DCIS, we are using collaborative team work as the basis for our behaviour system. This approach encourages whole class success. The steps are very simple and collectively celebrate whole class learning and efforts. Each class should aim to reach 200 bees and fill the jar by the end of each term.

##### **Step 1**

The Golden Rules as below are referred to and are on the Golden Jar template – teachers don't need to display them in any other way but should refer to them daily as students are rewarded for their behaviour.

Be Respectful

Be Supportive

Be a Hard Worker

Be a Good Listener

Be Kind

## **Step 2**

The students brainstorm a list of class celebrations, the teacher then chooses 4 celebrations for the term. The rewards should be a mixture short rewards (e.g. 10 minutes on the play equipment) and longer rewards (e.g. making cookies). This is the student voice aspect of the behaviour system. The aim is that it is exciting and, as it comes from the students themselves, empowering.

## **Step 3**

The 4 chosen celebrations are attached to the Golden Jar template and are covered so that the students don't know which 4 have been chosen. The students know two things:

1. The celebrations 'get better' the higher up the jar they go.
2. You have committed to these, so there is a 'certainty state' that the celebrations will be honoured when they are achieved.

## **Step 4**

When students/groups/the whole class show commitment in the following the Golden Rules they can be given one 'bee' to put in the class bee jar. Only ONE bee should be given each time. The student/students should be told why they have been given the bee in terms of which Golden Rule has been followed and the class should participate in this positive recognition. If a student/group/class has shown exceptional behavior then they can be sent to the Head of Primary School for a Golden Bee. A Golden Bee is worth 2 bees and enables exceptional behaviour to be recognised and celebrated at a higher level.

## **Step 5**

As the class reach their first 50 bees the teacher reveals the celebration. A celebration should take place as soon as possible so that momentum is not lost. The bee jar is emptied and the students then start to work on their next 50 bee reward. This continues until the final 200 bee reward has been celebrated – this process should take approximately one full term.

## **Class Rewards**

These should be progressive in length:

- 50 bees – 15 minutes
- 100 bees – 30 minutes
- 150 bees – 45 minutes
- 200 bees – 60 minutes

## **Specialist teachers**

Specialist teachers also use bees to reward group behaviour. The maximum number of bees to be awarded in any lesson by a specialist is one. Specialists working in the classroom can award a bee to the class to be placed straight into the Golden Jar. Specialists working outside of the classroom or in another classroom should record '1 Bee' on a Post It note and return this to the class teacher. Back in class the bee will be added to the Golden Jar.

## **Individual Rewards Year 1 – Year 4**

### **The Reward Ladder** ("Bee a hard worker")

To support our whole school approach, teachers first and foremost should recognise when positive behaviours are being demonstrated and reward these accordingly. We do recognise that poor behaviour needs to be managed and we have planned for this in our approach.

Each class from Year 1 to Year 4 has a beehive ladder. The children move up the ladder and are rewarded when good behaviours are demonstrated and conversely are moved down the ladder when negative behaviours are demonstrated.

Each child starts the week with an entitlement of 40 minutes of Golden Time. A move down the ladder leads to a loss of Golden Time, a move up the ladder leads to recognition of success through whole class celebration, sharing with another class, sticker rewards and communication with parents.

## **The Process**

The children start every day as a 'hard worker bee'. They start each day afresh, regardless of their behaviour the previous day. Each new day is a new opportunity for the children to do the right thing.

### **Rewards are given in the following ways:**

**Reward 1** – Children move up the ladder to the bronze award. They are given a hard worker bee sticker. Their move is celebrated by the teacher and children in the class. Behaviours include – always doing the right thing, being a good role model, good manners, being positive, walking through school nicely etc.

**Reward 2** – Children move up the ladder to the silver award. They must take a friend to see another teacher and share their news. The teacher must 'stop everything' and share the news with their class. They must attempt to make an impression on their own children and share the good news. At this point the good news should not be shared with the Senior Leadership Team. Behaviours include – producing good work, responding to marking feedback, being a good friend, being kind and courteous, continuation of reward 1 behaviours etc.

**Reward 3** – Children move up the ladder to the gold award. They will share their news with the Head of Primary or the Deputy Head of Primary. A 'high flier' postcard will be sent home to parents. The child will also receive an extra special bee sticker from the Head Teacher. The children will also be asked to identify themselves during Friday celebration assemblies where other children will celebrate with them in their success.

### **Consequences for poor behaviour:**

Low level behaviour will be addressed by the teacher immediately to reduce the likelihood of future occurrences. Reprimands should be given immediately, children will not be reprimanded following a prolonged period of time. The additional consequence of loss of Golden Time will come at the end of the week.

A child that demonstrates level 1 behaviours and then subsequently demonstrates level 2 behaviours can be moved through the warning ladder as appropriate. However, warnings do not need to be given in order, for example a child demonstrating level 2 behaviours should be immediately moved to warning 2, with warning 1 being missed out. The teacher should however, reward the child when they start to demonstrate the expected behaviours, returning them to 'hard worker bee' promptly where possible so that the child associates their changes in behaviour as a positive step and something to be proud of. The warning process is as follows:

#### **Warning 1**

(1 minutes loss of Golden Time)

Low level behaviour is identified and highlighted to the child. The child is immediately moved down the 'beehive' ladder to warning 1 and is asked to reflect on why they have been moved down the ladder. The child is reminded that they have moved to the first warning. The child also loses 1 minute of Golden Time which is recorded on the 'beehive' tally chart. Level 1 behaviours include; talking, continuous shouting out, running, not putting your hand up etc.

#### **Warning 2**

(2 minutes loss of Golden Time)

Medium level behaviour is identified and highlighted to the child. The child is then given a 'share' warning, this means they will need to go to talk to another teachers about their behaviour. They are immediately moved down to warning 2 on the 'beehive' ladder. They will lose 2 minutes Golden Time, which will be added to their 1 minute loss of time should the child have previously moved from warning 1. The child must then go to another teacher to talk about why they have moved to warning 2. The teacher should share with the child why this is not acceptable



behaviour to raise awareness of the severity of warning 2. Level 2 behaviours include; low level damage to property, graffiti, arguing, scribbling or persistent level 1 behaviours,

### **Warning 3**

(5 minutes loss of Golden Time)

High level behaviour is identified and highlighted to the child. The child is then given a red warning. They are immediately moved down to warning 3 on the 'beehive' ladder. They will also lose 5 minutes Golden Time which will be added to any other time previously lost if the child has moved through warnings 1 and 2. The child must then report to the Head of Primary or the Deputy Head of Primary in their absence. Parents will also be made aware of the child's behaviour and reason for moving to warning 3. Level 3 behaviours include; physical violence, significant damage to property, verbal abuse/swearing or persistence of level 1 and level 2 behaviours. This warning should be considered and used only when absolutely appropriate.

### **Rewards and warnings issued by specialist teachers**

In a school where children are taught throughout the day by specialist teachers, it is essential that we have a consistent approach to behaviour whoever the teacher. Specialist teachers should use the same tools to reward and manage behaviour. Specialist teachers will use a Post It note to issue a child with either a wing (positive reward) or a sting (negative reward). They must write the word 'wing' or the word 'sting' on the Post It note for the child to take back to class. They are only able to issue a maximum of one wing or sting to a child in each session. Back in class, the class teacher will use the wing/sting note to move the child appropriately on the ladder.

### **EYFS (Nursery and Reception) Individual Awards**

Children in Reception will start with an allocated 30 minutes of Golden Time per week.

Children in Nursery will have 10 minutes of Golden Time per day.

To ensure they retain their allocated Golden Time, children must follow class and school rules. Children start each day as a 'hard worker bee'. The children move up the ladder and are rewarded when good behaviours are demonstrated and conversely are moved down the ladder when negative behaviours are demonstrated. A move down the ladder leads to a loss of Golden Time, a move up the ladder leads to recognition of success through whole class celebration, sharing with another class, sticker rewards and communication with parents.

The children in Reception will use a tally chart to record lost Golden Time. It is recorded by the teacher on a simple chart next to the large beehive in class. Reception children may begin to record this themselves in Term 2/3 to prepare for Year 1.

### **How It Works**

#### **There are 4 steps to moving to a high flier bee**

**Reward 1** – Children move up the ladder to the bronze award. They are given a hard worker bee sticker for their reward chart. Behaviours include - following class rules, sitting nicely on the carpet, good listening skills, sharing toys and resources, lining up nicely etc.

**Reward 2** – Children move up the ladder to the silver award. They are given a hard worker bee sticker for their reward chart. Behaviours include - continually following class rules, setting a good example in class, reminding others how to follow class rules, producing good work and always trying your best etc.

**Reward 3** – Children move up the ladder to the gold award. They must take a friend to see another teacher and share their news. They teacher must 'stop everything' and share their news with the class. They must attempt to make an impression on their own children and share the good news. At this point the good news should not be shared with the Senior Leadership Team. A 'high flier' postcard will be sent home to parents. Behaviours include -

producing good work on a regular basis, for always trying your very best in class, helping others without been asked, being independent in all that you do etc.

**Reward 4** – Children move up the ladder to the platinum award. They will share their news with the Head of Primary or the Deputy Head of Primary. A ‘high flier’ certificate will be sent home to parents. The child will also receive an extra special bee sticker from the Head teacher. The children will also be asked to identify themselves during Friday celebration assemblies where other children will celebrate with them in their success. Behaviours include - producing outstanding work, doing something extra special, being an outstanding example to others etc.

There are 4 warning steps:

Low level behaviour should be addressed by the teacher immediately to reduce the likelihood of future occurrences. Reprimands should be given immediately, children should not be reprimanded following a prolonged period of time. Additional consequential reprimands can be given later (loss of Golden Time for example).

A child in EYFS should be moved through the warning ladder as appropriate. The teacher should however reward the child when they start to demonstrate the expected behaviours, returning them to ‘hard worker bee’ promptly where possible so that the child associates their changes in behaviour as a positive step and something to be proud of.

### **Warning 1**

(1 minute of Golden Time lost)

Level 1 behaviour is identified and highlighted to the child. The child is then given a warning and immediately moved down the ‘beehive’ ladder to warning 1. The child is reminded that they have moved to the first warning. The child also loses 1 minute of Golden Time which is recorded on the ‘beehive’ tally chart. Level 1 behaviours include; not following class rules, chatting, shouting out, not putting hand up etc.

### **Warning 2**

(2 minutes of Golden Time lost)

Level 2 behaviour is identified and highlighted to the child. The child is then given a ‘share’ warning. They are immediately moved down to warning 2 on the ‘beehive’ ladder. The teacher should share with the child why this is not acceptable behaviour. The child is given ‘time out’ in class. The time out should be a time of reflection. When the child returns to the activity they should share with the teacher again the reason for their behaviour and the correct action they will take in the future. Level 2 behaviours include; repeatedly not following class rules, not listening, shouting out continuously in class, not following instructions etc.

### **Warning 3**

(3 minutes of Golden Time lost)

Level 3 behaviour is identified and highlighted to the child. The child must then go to another teacher and explain why they have moved to warning 3. The teacher should share with the child why this is not acceptable behaviour to raise awareness of the severity of warning 2. Level 3 behaviours include; repeatedly not following class rules, being unfriendly, bad/rough behaviour in class or in the playground etc.

### **Warning 4**

(4 minutes of Golden Time lost)

Level 4 behaviour is identified and highlighted to the child. The child is then given a red warning. They are immediately moved down to warning 4 on the ‘beehive’ ladder. They will also lose 4 minutes Golden Time. The child must then report to the Head of Primary or the Deputy Head of Primary in their absence. Parents will also be made aware of the child’s behaviour and reason for moving to warning 4. Level 4 behaviours include; physical and verbal abuse, damage to property, continuously flouting class rules etc. This warning should be considered and used only when absolutely appropriate.

**Note - Rewards and warnings can be issued to any child by any teacher. This provides teachers with the tools to reinforce expected behaviours throughout school.**

## Secondary School Behaviour for Learning Policy

Both the school and the individual have expectations of each other. At DCIS we expect students to honour our Secondary School Code:

- Be respectful
- Be prepared
- Be on task
- Be in uniform
- Be on time

### **Expectations of students within the school**

- Follow the behaviour detailed in 'School Code'
- Follow the instructions of staff
- Be on time to school and lessons
- Move quickly to lessons
- Be prepared: properly equipped
- Be prepared: to work with others
- Be prepared: to work independently
- Be in uniform
- Have a positive attitude towards work
- Listen to, and value the opinions of others
- Respect the culture and diversity of all members of the school community
- Take care of the school environment
- Keep mobile phones in your bag and switched off
- Respect the rights and property of others
- Take responsibility for your own actions and belongings
- Bring healthy food and drink to school
- Stay calm.

### **Rewards**

- Verbal praise in class
- Praise postcard sent electronically for those that achieve 3s (outstanding Behaviour for Learning) in a number of subjects
- Head of School letter given for students who achieve 3s in a number of subjects for 2 data collection cycles
- Principal's letter given for students who achieve 3s in a number of subjects for 3 data collection cycles
- Star of the week, displayed on board
- Certificates to recognise 100% attendance or improved attendance
- Annual Awards Ceremony to recognise achievement and effort.

### **Sanctions**

Teachers give a warning; describe the behaviour and the certainty of the sanction that will follow  
If warning ignored, issue a Learning Reminder.

### **Record Learning Reminder in Student Planner**

If students receive 3 or more Learning Reminders in any subject over the period of a half term there will be further consequences. These are to be determined by the 'Stages of Consequence' that are displayed in all classrooms  
Detentions should be seen as an opportunity to restore the relationship between teacher and student  
In the event of any behaviour that threatens the safety and well-being of others the Deputy Head will be involved immediately and parents notified of the sanctions.

## **Stages of Consequence**

**Stage 1** – Teacher: 3 x Learning Reminders = 1st break detention

**Stage 2** – Teacher: Another 3 x Learning Reminders = Lunchtime detention

**Stage 3** – Deputy Head of Secondary or designate: Another 2 x Learning Reminders = 60 minutes detention after school (parents informed). Possible further intervention e.g. target card

**Stage 4** – Head of Secondary: Any further violation of the 'School Code' referred to Head of Secondary for further intervention

Restorative Practice – questions to ask and discuss with students in detention/following an incident

What happened?

What were you thinking at the time?

Who was affected?

How can it be put right?

How can you avoid this in the future?

**Please note that students will start with zero learning reminders at the beginning of each half term.**

## **Bus Safety Rules and Discipline Procedure**

### **School Bus Safety Rules**

Students must remain seated while the bus is moving

Seat belts must be worn at all times throughout the journey

Students are expected to speak quietly throughout the journey

Students are expected and to use respectful language to each other, the driver and bus auntie. There should be no name calling, bad language, teasing, bullying or fighting

Food and drinks should not be consumed on the bus

The bus should be kept clean and tidy – no littering

Students are required to listen to adults on the bus.

### **School Bus Discipline Procedure**

Bus aunties will have a 'Bus Misbehaviour Form' that will be completed if a student is not following the rules listed above. The 'Bus Misbehaviour Form' will be given to the class teacher (primary)/form teacher (secondary). The member of staff will deal with the behaviour highlighted on the form. The teacher will inform the parents if he/she believes the parents need to know about the incident. Please remember that parents are not informed every time their child misbehaves in school – it is dependent upon the severity of the behaviour. Similarly, the teacher will inform the Head of School if the behaviour warrants this

If a teacher receives 3 'Bus Misbehaviour Forms' for the same child the Head of School will be informed and the parents contacted. If the student receives another 'Bus Misbehaviour Form' within a 4 week period, the parents will be asked to make alternative arrangements to get their child to/from school for 5 consecutive days.

### **Additional information**

Bus Aunties will request all students to fasten their seatbelts before departure. Random checks will be carried out by school staff to ensure that all students are wearing their seat belts before departure. Seats are assigned by the bus auntie. Seats cannot be reserved for friends. Each student is entitled to one seat only and bags should be placed under the seat.

### Guidelines for Year Placement

Age of Student on Sept 1	DCIS Programme Grade	Equivalent grade in other educational systems										
		U.K. and U.K. international schools	Singapore	USA/ Canada	Australia	New Zealand	Japan	China	Korea	Malaysia		
<b>Lower Primary – EYFS and Key Stage 1</b>												
(3-4)	Nursery	Nursery	Pre-school	Nursery	Pre-school	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Nursery
(4-5)	Reception	Reception	Kindergarten 1	Junior K	Pre-school	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten
(5-6)	Year 1	Year 1	Kindergarten 2	Kindergarten	KG/Prep	Year 1	Year 1	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten
(6-7)	Year 2	Year 2	Primary 1	Grade 1	Year 1	Year 2	Year 2	Grade 1	Grade 1	Year 1	Year 1	Standard 1
<b>Upper Primary – Key Stage 2</b>												
(7-8)	Year 3	Year 3	Primary 2	Grade 2	Year 2	Year 3	Year 3	Grade 2	Grade 2	Year 2	Year 2	Standard 2
(8-9)	Year 4	Year 4	Primary 3	Grade 3	Year 3	Year 4	Year 4	Grade 3	Grade 3	Year 3	Year 3	Standard 3
(9-10)	Year 5	Year 5	Primary 4	Grade 4	Year 4	Year 5	Year 5	Grade 4	Grade 4	Year 4	Year 4	Standard 4
(10-11)	Year 6	Year 6	Primary 5	Grade 5	Year 5	Year 6	Year 6	Grade 5	Grade 5	Year 5	Year 5	Standard 5
<b>Secondary School - Key Stage 3 and 4</b>												
(11-12)	Year 7	Year 7	Primary 6	Grade 6	Year 6	Year 7	Year 7	Grade 6	Grade 6	Year 6	Year 6	Standard 6
(12-13)	Year 8	Year 8	Secondary 1	Grade 7	Year 7	Year 8	Year 8	Grade 7	Grade 7	Year 7	Year 7	Form 1
(13-14)	Year 9	Year 9	Secondary 2	Grade 8	Year 8	Year 9	Year 9	Grade 8	Grade 8	Year 8	Year 8	Form 2
(14-15)	Year 10	Year 10	Secondary 3	Grade 9	Year 9	Year 10	Year 10	Grade 9	Grade 9	Year 9	Year 9	Form 3
(15-16)	Year 11	Year 11	Secondary 4	Grade 10	Year 10	Year 11	Year 11	Grade 10	Grade 10	Year 10	Year 10	Form 4
<b>Secondary School (September 2017) - Key Stage 5 / IB Diploma Programme Candidate School*</b>												
(16-17)	Year 12	Year 12	Secondary 5	Grade 11	Year 11	Year 12	Year 12	Grade 11	Grade 11	Year 11	Year 11	Form 5
(17-18)	Year 13	Year 13	Tertiary	Grade 12	Year 12	Year 13	Year 13	Grade 12	Grade 12	Year 12	Year 12	Form 6

Dover Court International School is a candidate school\* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Dover Court International School believes is important for our students.

\*Only schools authorized by the IB Organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme (and in addition the IB Career-related Certificate). Candidate status gives no guarantee that authorization will be granted.



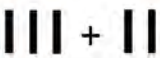

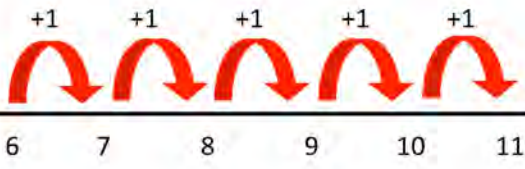

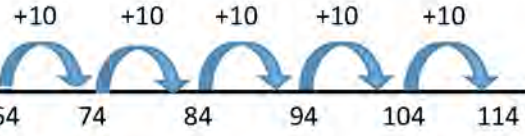

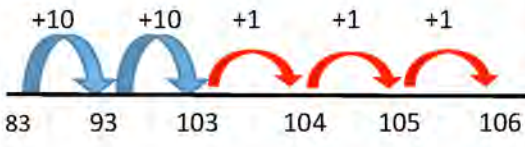

For further information about the IB and its programmes, visit <http://www.ibo.org>

Updated 1<sup>st</sup> February 2016

# Progression in Written Methods of Calculation

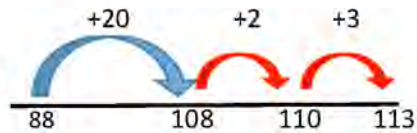
Parent Guidelines for Mathematics  
Strategies in Primary School

# Addition

<p><b>Representing addition using pictures/marks</b></p>  <p>This will progress to recording using tallies or marks.</p>	 	
<p><b>Number line using units</b></p> <p>The next step in learning will be to count on a number line. Initially this can be on a number line with numbers written on already. It will involve the adding on single digits and eventually cross a ten boundary.</p>		
<p><b>Number line using tens</b></p> <p>Adding ten on a number line is the next important step. This will eventually become a mental method but needs to be practised as a written method first.</p>		
<p><b>Number line using tens and units</b></p> <p>Once children have mastered adding on tens and units independently they can then progress to adding two two-digit numbers.</p>		

**Number line using larger jumps** (Multiples of 10)

As children become more confident they can start to add larger multiples of 10 in one jump. They should also be able to use number facts to help add on larger amounts of units to the nearest ten (if applicable) to help speed up the addition.



**Partitioning**

Using the partitioning method will help to secure understanding of place value and introduce the concept of columns. This is important for column addition where carrying will occur. This method can also be used when dealing with 3 digit numbers.

5	6	+	3	8					
5	0	+		6					
3	0	+		8					
8	0	+	1	4	=	9	4		



**Expanded Column Addition**

This written method is the step before column addition. It allows children to partition the number into the component parts (units, tens, hundreds). They can then add the component parts together to find their total.

	1	5	6						
+	1	3	8						
		1	4	6	+	8			
		8	0	50	+	30			
	2	0	0	100	+	100			
	2	9	4						



**Column Addition**

The most efficient written method which the children can use. Once they have mastered this they should also be able to use this method to add decimal numbers.


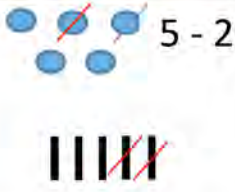

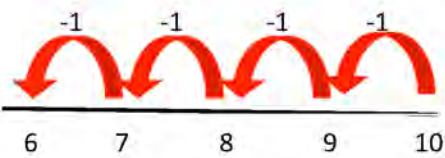

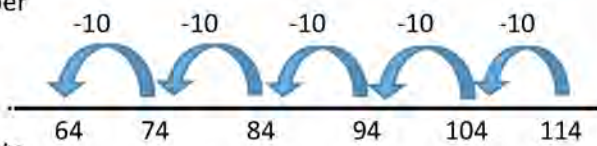

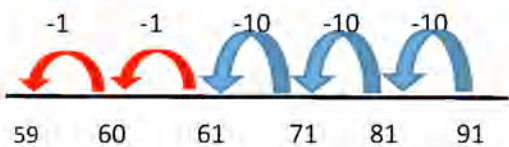

	1	5	6		
+	1	3	8		
	2	9	4		
		1			



add and count on  
 addition plus altogether  
 increase more sum total

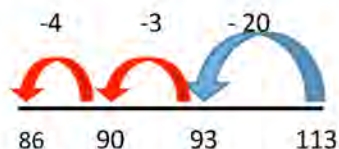


# Subtraction

<p><b>Representing subtraction using pictures/marks</b></p>  <p>This will progress to recording using tallies or marks.</p>  <p>5 - 2</p>	
<p><b>Subtracting units on a number line</b></p> <p>The next step in learning will be to count back on a number line. Initially this can be on a number line with numbers written on already. It will involve the subtracting of single digits and eventually cross a ten boundary.</p> 	
<p><b>Subtracting tens on a number line</b></p> <p>Subtracting ten on a number line is the next important step. This will eventually become an important mental method but needs to be practised as a written method initially.</p> 	
<p><b>Subtracting on a number line using tens and units</b></p> <p>Once children have mastered subtracting tens and units independently they can then progress to subtracting two two-digit numbers which cross a tens boundary.</p> 	

**Number line using larger jumps (Multiples of 10 and to the nearest multiples of 10)**

As children become more confident they can start to subtract larger multiples of 10 in one jump. They should also be able to use number facts to help subtract larger unit numbers, where possible to the nearest ten, to help speed up their subtraction.



**Expanded Column Subtraction**

This written method is the step before column subtraction. It allows children to partition the number into the component parts (units, tens, hundreds). They can then subtract the component parts in order. This allows them to easily see if they need to **exchange** at any point. They should then be able to add their answers together to find the answer.

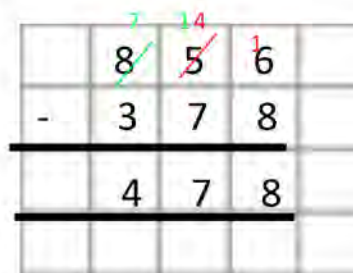


*NOTE: The correct vocabulary is 'exchange' and not 'borrow'.*



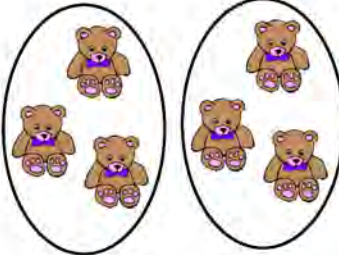

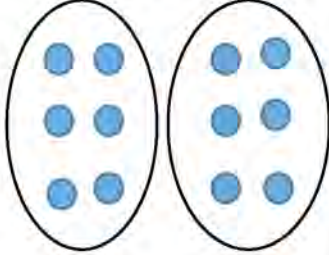



**Column Subtraction**

The most efficient written method which the children can use. Once they have mastered this they should also be able to use this method to subtract decimal numbers.



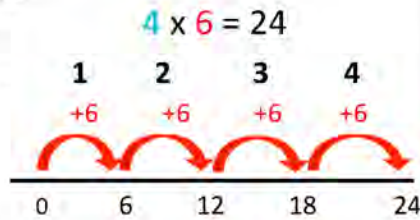
count back      take away  
 fewer              less      difference  
 between...

# Multiplication

<p><b><u>Multiplying by making groups of objects practically</u></b></p> <p>The first step in learning to multiply is to understand that it means groups of. In this example there are two groups of three bears. It is important that the children draw the number of groups first and then add the same amount of objects to each group before counting up their total.</p>		
<p><b><u>Multiplying by grouping</u></b></p> <p>The next step will be to move from using the objects to drawing it all out independently.</p> <p>Drawing out the number of groups first. Then adding the correct number of dots to each group. Counting the total at the end.</p>	<p style="text-align: center;"><math>2 \times 6 = 12</math></p> 	
<p><b><u>Multiplying using arrays</u></b></p> <p>Once the grouping method has been well practised and understood, children will need to organise their working out more formally. Identifying the number of groups as a person and giving each person the same number of dots. Having only one dot per square helps with the totalling at the end.</p>	<p style="text-align: center;"><math>3 \times 5 = 15</math> in total</p> 	

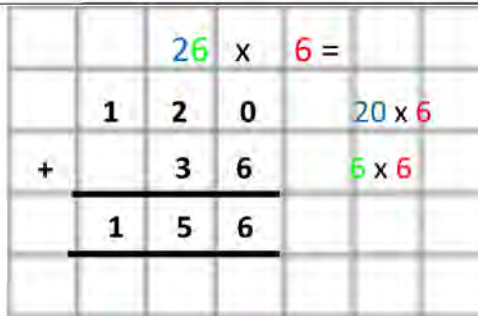
**Number line using repeated addition**

The next method will focus on adding the correct amount of the multiplier. In this example the multiplier is 6 so we make jumps of 6 each time. The last number that the children landed on as their answer.



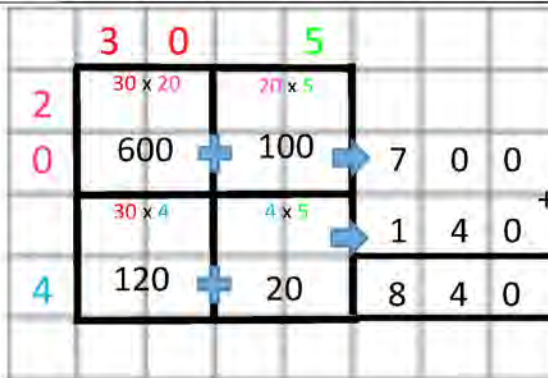
**Partitioning**

When using a one digit number to multiply a two digit number. This method requires children to have a strong grasp of place value and multiplying a multiple of 10 by a single digit.



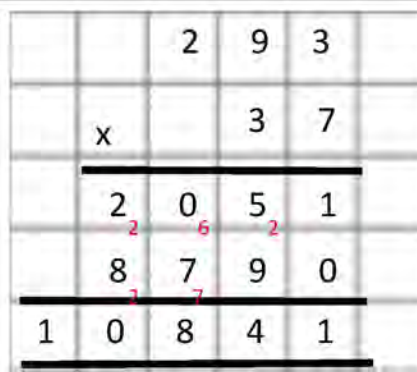
**Grid method**

Through this method children will start to multiply larger numbers. They will need a strong understanding of place value and be able to confidently multiply two multiple of tens. This method can be applied to three digit numbers by adding on an extra column and row.



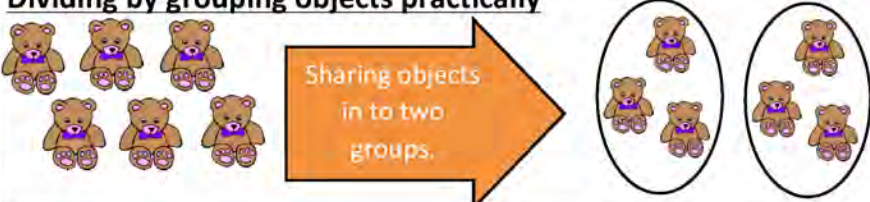

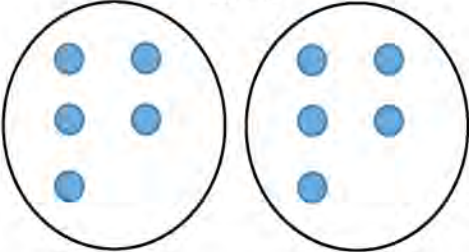



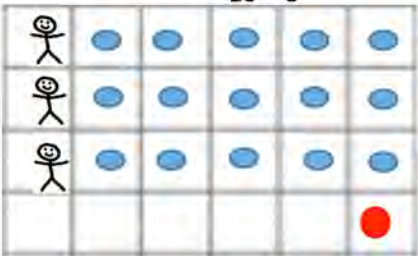

**Standard Written method (short method)**

This written method is the most efficient and depends on children having mastered their times tables, partitioning and being able to use related facts and addition mentally.



Multiplication	lots of	groups of
repeated addition	multiple	multiply
product		times

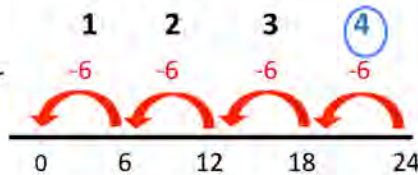
# Division

<p><b>Dividing by grouping objects practically</b></p> 	
<p><b>Dividing by grouping</b></p> <p>The next step will be to move from using the objects to drawing it all out independently.</p> <p>Drawing out the number of groups first. Then counting as they put the marks in each group.</p> <p style="text-align: center;"><math>10 \div 2</math></p> 	
<p><b>Dividing using arrays</b></p> <p>The next step will be to organise their grouping more formally. Using the squares in the Maths books to help with quicker counting when finding the totals.</p> <p style="text-align: center;"><math>15 \div 3 = 5 \text{ each}</math></p> 	
<p><b>Dividing using arrays with remainders</b></p> <p>The next step will be to find remainders using this method. It is important that the children shares the numbers out equally as they are counting so that each group all receive the same amount of dots.</p> <p style="text-align: center;"><math>16 \div 3</math></p>  <p>5 each with one remainder. So the answer is 5 R1</p>	

**Number line using repeated subtraction**

$$24 \div 6 = 4$$

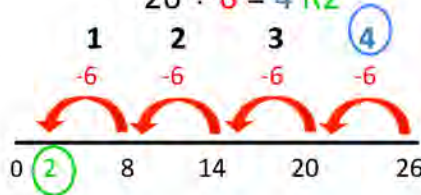
The next method will focus on taking away small chunks of the divisor to get to 0. The children can then count how many small chunks there are to find their answer. In this example the divisor is 6 so we take chunks of 6 away each time. We then count how many chunks we have taken away to get our answer.



**Number line using repeated subtraction with remainders**

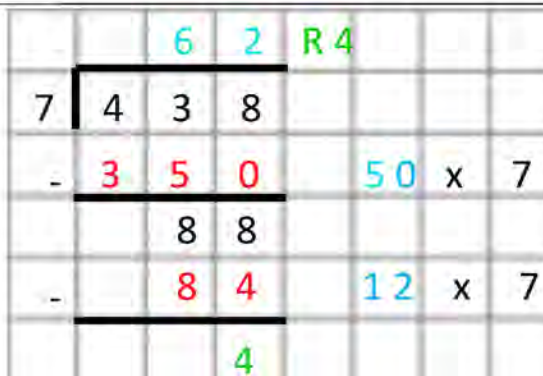
$$26 \div 6 = 4 \text{ R}2$$

When using this method children will need to get as close to 0 as possible. Then can then see how many are 'left over'. This will be their remainder.



**Chunking**

Through this method children will start to divide larger numbers. They will need to learn that they can subtract larger multiples of the divisor (chunks) away to make it more efficient. A solid understanding of multiplication facts are needed to see the size of the 'chunk' that is needed.



**Short Division**

This written method is the most efficient and depends on children having mastered their times tables and being able to use related facts which involve multiples of 10 (e.g.  $3 \times 7 = 21$  so  $30 \times 7 = 210$ ).



group	lots of	groups of
divide	division	divided by
divisible	quotient	remainder

# ICT Links

There are many useful games and resources on the internet which can give children the chance to practise a range of skills and apply their knowledge. The teachers may post specific links on their blogs, either under 24/7, new learning or work at home tabs. These may be useful for upcoming topics. Other links to some that we know are particularly good can be found below.

<http://www.topmarks.co.uk/maths-games/> select the age range and then the category e.g. addition and subtraction.

<http://www.primaryhomeworkhelp.co.uk/maths/>

[www.bbc.co.uk/schools/digger](http://www.bbc.co.uk/schools/digger) (select 7-9 or 9-11)

[http://www.channel4learning.com/sites/puzzlemaths/games\\_menu.shtml](http://www.channel4learning.com/sites/puzzlemaths/games_menu.shtml)

<http://www.ictgames.com> (select numeracy)

# DCIS 2016-2017 CALENDAR OF EVENTS

Appendix 3

July 2016

Please note that further details on sporting events and any updates are also made on the DCIS [Website Calendar](#) with weekly events highlighted on the [DCIS Website Homepage](#) and the weekly news on our [News and Insights](#) webpage.

Term 1 Dates	Detailed Calendar Events Term 1: 2016-2017
Monday, 27 <sup>th</sup> June - Friday, 1 <sup>st</sup> July	Term 1 Extra-Curricular Activities Options Published Online
<b>Monday, 15<sup>th</sup> August – Friday, 19<sup>th</sup> August</b>	<b>All Staff in School</b>
Wednesday, 17 <sup>th</sup> August, 8.00am – 24 <sup>th</sup> August, 12.00pm	ECA Term 1 Online Sign Up for Students/Parents
Friday, 19 <sup>th</sup> August, 9.00am – 3.00pm in Cooper Hall	Student Orientation in 2 sessions Session 1: 9.00am – 12.00noon Surname A – L Session 2: 1.00pm – 3.00pm Surname M – Z
<b>Monday, 22<sup>nd</sup> August</b>	<b>Term 1 Starts</b>
<b>Monday, 22<sup>nd</sup> August</b>	<b>DCIS CPE Student Contracts Due for All Students</b>
Monday, 29 <sup>th</sup> August – Friday, 2 <sup>nd</sup> September	August/September Welcome Newsletter Published Online
Tuesday, 30 <sup>th</sup> August, 5.00pm – 7.00pm in Cooper Hall	Parent Curriculum Evenings in 2 sessions: <b>Session 1: 5.00pm Senior Leadership Team Presentation</b> <b>Session 2: 6.00pm Senior Leadership Team Presentation</b>
Tuesday, 30 <sup>th</sup> August, 7.15pm – 8.15pm in Cooper Hall	DCA Parent Association Meeting
Wednesday, 31 <sup>st</sup> August, 8.30am – 9.30am in Cooper Hall	DCA Class Representatives Workshop
Wednesday, 31 <sup>st</sup> August	Term 1 ECA Allocations sent to Parents
Saturday, 3 <sup>rd</sup> September, 4.00pm – 7.00pm	DCA Family Picnic
Monday, 5 <sup>th</sup> September, 8.45am – 9.30am in the Cafe	Nursery Parent Coffee Morning
Tuesday, 6 <sup>th</sup> September, 8.45am – 9.30am in the Cafe	Reception Parent Coffee Morning
Wednesday, 7 <sup>th</sup> September, 8.30am – 9.30am in Cooper Hall	DCA 'Transitions' Workshop with DCIS Educational Psychologist
<b>Monday, 12<sup>th</sup> September</b>	<b>Public Holiday (Hari Raya Haji)</b>
Tuesday, 13 <sup>th</sup> September, 8.45am – 9.30am in the Cafe	Year 1 Parent Coffee Morning
Wednesday, 14 <sup>th</sup> September, 8.30am – 9.30am in Cooper Hall	DCA 'Welcome to the Red Dot' Workshop
Thursday, 15 <sup>th</sup> September, 8.45am – 9.30am in the Cafe	Year 2 Parent Coffee Morning
Friday, 16 <sup>th</sup> September, 8.45am – 9.30am in the Cafe	Year 3 Parent Coffee Morning
<b>Friday, 16<sup>th</sup> September</b>	<b>Term 1 Extra-Curricular Activities Begin</b>
Friday, 16 <sup>th</sup> September in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Hari Raya Haji Assembly Lower Primary (Class 1AM and 1SH) Upper Primary (Class 4MD and 4CJ)
Monday, 19 <sup>th</sup> September, 8.45 – 9.30am in the Cafe	Year 4 Parent Coffee Morning
Tuesday, 20 <sup>th</sup> September, 8.45am – 9.30am in the Cafe	Year 5 Parent Coffee Morning
Wednesday, 21 <sup>st</sup> September, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Secondary School – Approaches to Homework (Year 7 – Year 12)
Thursday, 22 <sup>nd</sup> September, 8.45am – 9.30am in the Cafe	Year 6 Parent Coffee Morning
Monday, 26 <sup>th</sup> September, 8.45am – 9.30am in the Cafe	Secondary School (Year 7 – Year 12) Parent Coffee Morning
Tuesday, 27 <sup>th</sup> September, 8.45am – 9.30am in the Cafe	DSE Parent Coffee Morning
Wednesday, 28 <sup>th</sup> September, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Primary School Homework (Nursery – Year 6)
Thursday, 29 <sup>th</sup> September, 6 – 7.00pm Cooper Hall	Parent Workshop: Secondary Assertive Mentoring (Year 10 - Year 12)



Friday, 30 <sup>th</sup> September in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Assembly Lower Primary (Class 2AV and 2JW) Upper Primary (Class 3HB and 3RG)
Monday, 3 <sup>rd</sup> October – Friday, 7 <sup>th</sup> October	September/October Newsletter Published Online
Tuesday, 4 <sup>th</sup> October, 8.45am – 9.45am in Cafe	Parent Workshop: NAE Global Campus at DCIS
Wednesday, 5 <sup>th</sup> October, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Reading Fundamentals (Nursery – Year 2)
Monday, 10 <sup>th</sup> October and Tuesday, 11 <sup>th</sup> October	Primary School (Nursery – Year 6) Parent Teacher Conferences
Tuesday, 11 <sup>th</sup> October, 8.45am – 9.30am in the Cafe	Parent Workshop: Online Safety
Wednesday, 12 <sup>th</sup> October, 8.30am – 9.30am in Cooper Hall	Parent Workshop: International Primary Curriculum
<b>Friday, 14<sup>th</sup> October</b>	<b>No ECAs Day</b>
Friday, 14 <sup>th</sup> October in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Deepavali Assembly Lower Primary (Class 2SC and 2SM) Upper Primary (Class 4AM and 4JR)
<b>Monday, 17<sup>th</sup> October – Friday, 28<sup>th</sup> October (inclusive)</b>	<b>Term 1 Half Term</b>
Monday, 31 <sup>st</sup> October – Friday, 4 <sup>th</sup> November	October/November Newsletter Published Online
<b>Tuesday, 1<sup>st</sup> November</b>	<b>Deadline for Notification of Withdrawal – end of Term 1</b>
Tuesday, 1 <sup>st</sup> November, 8.00pm – 9.00pm in Cooper Hall	DCA Parent Association Meeting
Wednesday, 2 <sup>nd</sup> November, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Secondary School – Approaches to Learning (Year 7 – Year 12)
Wednesday, 2 <sup>nd</sup> November and Thursday, 3 <sup>rd</sup> November	Secondary School Parent Teacher Conferences
Friday, 4 <sup>th</sup> November	DCA Family Halloween Event
Wednesday, 9 <sup>th</sup> November, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Primary School Maths
Friday, 11 <sup>th</sup> November in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Assembly Lower Primary (Class 1KG and 1TR) Upper Primary (Class 3VS and 3JO)
Friday, 11 <sup>th</sup> November in Cooper Hall	DCA Parent Quiz Night
Monday, 14 <sup>th</sup> November – Friday, 18 <sup>th</sup> November	Primary Assessment Week (Year 1 – Year 6)
Wednesday, 16 <sup>th</sup> November, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Secondary School – Assessments and Reports at DCIS (Year 7 – Year 12)
Friday, 18 <sup>th</sup> November – Saturday, 26 <sup>th</sup> November	Global Campus Tanzania Expedition (Year 9 – Year 12)
Monday 21 <sup>st</sup> November – Friday 25 <sup>th</sup> November	Swimming Gala Week (Reception – Year 12)
Tuesday, 22 <sup>nd</sup> November, 8.30am – 9.30am in the Music Room	Parent Workshop: The Juilliard-Nord Anglia Performing Arts Programme at DCIS
Wednesday, 23 <sup>rd</sup> November, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Primary School – Assessments and Reports at DCIS (Nursery – Year 6)
Friday, 25 <sup>th</sup> November in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Assembly Lower Primary (Class 2AS and 2HM) Upper Primary (Class 4JM and 4RB)
<b>Friday, 25<sup>th</sup> November</b>	<b>Term 1 ECAs Finish</b>
Wednesday, 30 <sup>th</sup> November, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Communication Strategies with Children
Thursday, 1 <sup>st</sup> December and Friday, 2 <sup>nd</sup> December	Carols by Candlelight
Wednesday, 7 <sup>th</sup> December, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Primary School Positive Behaviour Approach
Friday, 9 <sup>th</sup> December	Term 2 Extra-Curricular Activities Options Published Online

Saturday, 10 <sup>th</sup> December	DCA Christmas Fair
Monday, 12 <sup>th</sup> December – Friday, 16 <sup>th</sup> December	November/December Newsletter Published Online
Monday, 12 <sup>th</sup> December Tuesday, 13 <sup>th</sup> December (Dress Rehearsal)	Lower Primary (Nursery – Year 2) Christmas Performance Rehearsals
Wednesday, 14 <sup>th</sup> December	Lower Primary Christmas Performances: Nursery and Reception, 9.15am in Cooper Hall Year 1 and Year 2, 11.00am in Cooper Hall
Friday, 16 <sup>th</sup> December in Cooper Hall Upper Primary, 10.00am – 10.30am	*Primary School Assembly Upper Primary (Class 3KN and 3AH)
Friday, 16 <sup>th</sup> December	Primary School (Nursery – Year 6) Class Parties
Friday, 16 <sup>th</sup> December	Non-Uniform Day
Friday, 16 <sup>th</sup> December	DCA Used Uniform Collection
Friday, 16 <sup>th</sup> December	Term 1 Reports Sent to Parents
<b>Friday, 16<sup>th</sup> December</b>	<b>Term 1 Ends</b>
<b>Term 2 Dates</b>	<b>Detailed Calendar Events Term 2: 2016-2017</b>
Wednesday, 4 <sup>th</sup> January, 8.00am – 11 <sup>th</sup> January, 12.00pm	ECA Term 2 Online Sign Up for Students/Parents
<b>Thursday, 5<sup>th</sup> January</b>	<b>All Staff in School</b>
<b>Friday, 6<sup>th</sup> January, 9.00am – 12.00pm in Cooper Hall</b>	<b>New Student Orientation</b>
Friday, 6 <sup>th</sup> January, 9.00am – 12.00pm	DCA Used Uniform Sale
<b>Monday, 9<sup>th</sup> January</b>	<b>Term 2 Starts</b>
<b>Monday, 9<sup>th</sup> January</b>	<b>DCIS CPE Student Contracts Due for New Students</b>
Monday, 9 <sup>th</sup> January – Friday, 13 <sup>th</sup> January	January Newsletter Published Online
Wednesday, 11 <sup>th</sup> January, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Secondary School Transition (Year 5 – Year 6)
Thursday, 12 <sup>th</sup> January, 8.30am – 9.30am in the Café	DSE Parent Workshop: Secondary School Transition for DSE Students (Year 5 – Year 6)
Tuesday, 17 <sup>th</sup> January	Term 2 ECA Allocations sent to Parents
Tuesday, 17 <sup>th</sup> January, 8.45am – 9.30am in the Cafe	New Lower Primary (Nursery – Year 2) Parent Coffee Morning
Tuesday, 17 <sup>th</sup> January, 8.00pm – 9.00pm in Cooper Hall	DCA Parent Association Meeting
Wednesday, 18 <sup>th</sup> January, 8.30am – 9.30am in Cooper Hall	Parent Workshop: International Primary Curriculum
<b>Friday, 20<sup>th</sup> January</b>	<b>Extra-Curricular Activities Begin</b>
Tuesday, 24 <sup>th</sup> January, 8.45am – 9.30am in the Cafe	New Upper Primary (Year 3 – Year 6) Parent Coffee Morning
Wednesday, 25 <sup>th</sup> January	Year 6 Secondary School Transition Day
Friday, 27 <sup>th</sup> January in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Chinese New Year Assembly Lower Primary (Class 2SH and 2EN) Upper Primary (Class 3BH and 3HA)
<b>Monday, 30<sup>th</sup> – Tuesday, 31<sup>st</sup> January</b>	<b>Public Holiday (Chinese New Year)</b>
<b>Wednesday, 1<sup>st</sup> February</b>	<b>Deadline for Notification of Withdrawal – end of Term 2</b>
Wednesday, 1 <sup>st</sup> February, 8.30am – 9.30am in Cooper Hall	Parent Workshop: NAE Global Campus
Friday, 3 <sup>rd</sup> February	DCA Secondary School Social Event
Monday, 6 <sup>th</sup> February – Friday, 10 <sup>th</sup> February	February Newsletter Published Online
Tuesday, 7 <sup>th</sup> February, 8.45am – 9.30am in the Cafe	New Secondary School (Year 7 – Year 12) Parent Coffee Morning
Wednesday, 8 <sup>th</sup> February, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Primary School Homework (Nursery – Year 6)
Thursday, 9 <sup>th</sup> February, 6 – 7.00pm in Cooper Hall	Year 9 Options Evening

Friday, 10 <sup>th</sup> February in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Assembly Lower Primary (Class 1LC and 1JF) Upper Primary (Class 5EC and 5MS)
Saturday, 11 <sup>th</sup> February	DCA Family Movie Night
Monday, 13 <sup>th</sup> February and Tuesday, 14 <sup>th</sup> February	Primary School (Nursery – Year 6) Parent Teacher Conferences
Wednesday, 15 <sup>th</sup> February, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Secondary School – Approaches to Homework (Year 7 – Year 12)
<b>Friday, 17<sup>th</sup> February</b>	<b>No ECAs Day</b>
Friday, 17 <sup>th</sup> February	International Day (Non-Uniform National Dress Day)
<b>Monday, 20<sup>th</sup> February – Friday, 24<sup>th</sup> February</b>	<b>Term 2 Half Term</b>
Monday, 27 <sup>th</sup> February – Friday, 3 <sup>rd</sup> March	DCIS Book Week
Tuesday, 28 <sup>th</sup> February, 8.45am – 9.30am in the Cafe	DSE Parent Coffee Morning
Wednesday, 1 <sup>st</sup> March, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Reading Fundamentals (Nursery – Year 2)
Wednesday, 1 <sup>st</sup> March and Thursday, 2 <sup>nd</sup> March	Secondary School (Year 7 – Year 12) Parent Teacher Conferences
Monday, 6 <sup>th</sup> March – Friday, 10 <sup>th</sup> March	March Newsletter Published Online
Monday, 6 <sup>th</sup> March – Friday, 10 <sup>th</sup> March	Primary School (Year 1 – Year 6) Assessment Week
Tuesday, 7 <sup>th</sup> March, 8.30am – 9.30am in the Music Room	Parent Workshop: The Juilliard – Nord Anglia Education Programme at DCIS
Wednesday, 8 <sup>th</sup> March, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Secondary School – Approaches to Learning (Year 7 – Year 12)
Tuesday, 14 <sup>th</sup> March, 8.00pm – 9.00pm in Cooper Hall	DCA Meeting
Wednesday, 15 <sup>th</sup> March, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Online Safety
Friday, 17 <sup>th</sup> March in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Assembly Lower Primary (Class 1RE and 1HK) Upper Primary (Class 5JF and 5RL)
Friday, 17 <sup>th</sup> March	DCIS Celebration of the Arts
Wednesday, 22 <sup>nd</sup> March, 8.30am – 9.30am in Cooper Hall	Parent Workshop: DSE/Learning Support at DCIS
Monday, 27 <sup>th</sup> March – Friday, 31 <sup>st</sup> March	Official School Photos Week
Monday, 27 <sup>th</sup> March – Friday 31 <sup>st</sup> March	DCIS Sports Week
<b>Tuesday, 28<sup>th</sup> March</b>	<b>Term 2 ECAs Finish</b>
Friday, 31 <sup>st</sup> March in Cooper Hall Lower Primary, 9.00am – 9.30am	*Primary School Assembly Lower Primary (Class 1GD and 1SS)
Friday, 31 <sup>st</sup> March	Term 3 Extra-Curricular Activities Options Published Online
Monday, 3 <sup>rd</sup> April – Friday, 7 <sup>th</sup> April	April Newsletter Published Online
Wednesday, 5 <sup>th</sup> April, 8.00am – 12 <sup>th</sup> April, 12.00pm	ECA Term 3 Online Sign Up for Students/Parents
Thursday, 6 <sup>th</sup> April	DCA Year 3 and Year 4 Disco
Friday, 7 <sup>th</sup> April	DCA Year 5 and Year 6 Disco
Friday, 7 <sup>th</sup> April	Non-Uniform Day
Friday, 7 <sup>th</sup> April	DCA Used Uniform Collection
Friday, 7 <sup>th</sup> April	Easter Bonnets for Nursery – Year 2
Friday, 7 <sup>th</sup> April in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Easter Assembly Lower Primary (Class RSJS and RCG) Upper Primary (Class 5LH and 5CT)
Friday, 7 <sup>th</sup> April	Term 2 Reports Sent to Parents
<b>Friday, 7<sup>th</sup> April</b>	<b>Term 2 Ends</b>
<b>Term 3 Dates</b>	<b>Detailed Calendar Events Term 3: 2016-2017</b>
<b>Thursday, 20<sup>th</sup> April</b>	<b>All Staff in School</b>

<b>Friday, 21<sup>st</sup> April, 9.00am – 12.00pm in Cooper Hall</b>	<b>New Student Orientation</b>
Friday, 21 <sup>st</sup> April, 9.00am – 12.00pm	DCA Used Uniform Sale
Friday, 21 <sup>st</sup> April	Term 3 ECA Allocations sent to Parents
<b>Monday, 24<sup>th</sup> April</b>	<b>Term 3 Starts</b>
<b>Monday, 24<sup>th</sup> April</b>	<b>DCIS CPE Student Contracts Due for New Students</b>
Tuesday, 25 <sup>th</sup> April, 8.45am – 9.45am in the Cafe	New Parent Coffee Morning
Tuesday, 25 <sup>th</sup> April, 8.00pm in Cooper Hall	DCA Parent Association Meeting
<b>Friday, 28<sup>th</sup> April</b>	<b>Extra-Curricular Activities Begin</b>
<b>Monday, 1<sup>st</sup> May</b>	<b>Deadline for Notification of Withdrawal - end of Term 3</b>
<b>Monday, 1<sup>st</sup> May</b>	<b>Public Holiday (Labour Day)</b>
Tuesday, 2 <sup>nd</sup> May	May Monthly Newsletter Published Online
Wednesday, 3 <sup>rd</sup> May, 8.30am – 9.30am in Cooper Hall	Parent Workshop: NAE Global Campus at DCIS
Thursday, 4 <sup>th</sup> May	Anti-Bullying Day (Non-Uniform Day)
Saturday, 6 <sup>th</sup> May	DCA Family Sports Day
<b>Wednesday, 10<sup>th</sup> May</b>	<b>Public Holiday (Vesak Day)</b>
Friday, 12 <sup>th</sup> May in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Vesak Day Assembly Lower Primary (Class 2RE and 2SF) Upper Primary (Class 3SW and 3SA)
Monday, 15 <sup>th</sup> May – Friday, 16 <sup>th</sup> June	IGCSE Exams (TBC)
Wednesday, 17 <sup>th</sup> May, 8.30am – 9.30am in Cooper Hall	Parent Workshop: IB Diploma Programme <sup>1</sup> at DCIS
Wednesday, 24 <sup>th</sup> May, 8.30am – 9.30am in Cooper Hall	Parent Workshop: ESL Programme at DCIS
Friday, 26 <sup>th</sup> May in Cooper Hall Lower Primary, 9.00am – 9.30am	*Primary School Assembly Lower Primary (Class RHN and RMM)
<b>Friday, 26<sup>th</sup> May</b>	<b>No ECAs Day</b>
<b>Monday, 29<sup>th</sup> May – Friday, 2<sup>nd</sup> June (inclusive)</b>	<b>Term 3 Half Term</b>
Monday, 5 <sup>th</sup> June – Friday, 9 <sup>th</sup> June	June Monthly Newsletter Published Online
Wednesday, 7 <sup>th</sup> June and Thursday, 8 <sup>th</sup> June	Secondary School Parent Teacher Conferences
Thursday, 8 <sup>th</sup> June	Nursery Swimming Gala
Friday 9 <sup>th</sup> June	DCIS Proms
Monday, 12 <sup>th</sup> June – Friday, 16 <sup>th</sup> June	Primary School Assessment Week (Year 1 – Year 6)
Tuesday, 13 <sup>th</sup> June, 8.00pm – 9.00pm in Cooper Hall	DCA Parent Association AGM Meeting
Wednesday, 14 <sup>th</sup> June, 8.30am – 9.30am in Cooper Hall	Parent Workshop: Parent Survey Results
Friday, 16 <sup>th</sup> June in Cooper Hall Lower Primary, 9.00am – 9.30am Upper Primary, 10.00am – 10.30am	*Primary School Assembly Lower Primary (Class RLM and RDP) Upper Primary (Class 4JC and 4/5HJ)
Friday, 23 <sup>rd</sup> June	Primary School Reports to Parents
Friday, 23 <sup>rd</sup> June in Cooper Hall Lower Primary, 9.00am – 9.30am	*Primary School Assembly Lower Primary (Class NFD, NSU and NJM)
Friday, 23 <sup>rd</sup> June	Sports and House Assemblies
<b>Monday, 26<sup>th</sup> June</b>	<b>Public Holiday (Hari Raya Puasa)</b>
Tuesday, 27 <sup>th</sup> June and Wednesday, 28 <sup>th</sup> June	Primary School Parent Teacher Conferences
<b>Friday, 30<sup>th</sup> June</b>	<b>Term 3 ECAs Finish</b>
Friday, 30 <sup>th</sup> June	Secondary School Awards Assembly
Friday, 30 <sup>th</sup> June	Secondary School Reports to Parents
Friday, 30 <sup>th</sup> June	DCIS 'The Doverian' Yearbook Published TBC
Tuesday, 4 <sup>th</sup> July	Primary School Nursery – Year 5 Transition Morning
Thursday, 6 <sup>th</sup> July	Non-Uniform Day
Thursday, 6 <sup>th</sup> July	DCA Used-Uniform Sale
Thursday, 6 <sup>th</sup> July	Primary School Class Parties
<b>Thursday, 6<sup>th</sup> July</b>	<b>Term 3 Ends</b>
Monday, 3 <sup>rd</sup> July - Friday, 7 <sup>th</sup> July	July Monthly Newsletter Published Online

**Key:**

ECA = Extra-Curricular Activities

DCA = Dover Court Association (Parent Association)

DSE = Department of Supportive Education

**\*Please note:** Parents are welcome to attend most assemblies. However, due to limited space in Cooper Hall preference is given to parents of award recipients and the Year Group/Class leading the assembly.

<sup>1</sup>*Dover Court International School is a candidate school\* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Dover Court International School believes is important for our students.*

*\*Only schools authorized by the IB Organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme (and in addition the IB Career-related Certificate). Candidate status gives no guarantee that authorization will be granted.*

For further information about the IB and its programmes, visit <http://www.ibo.org>



## Notes

---



**DOVER COURT  
INTERNATIONAL SCHOOL  
SINGAPORE**  
A NORD ANGLIA EDUCATION SCHOOL