



THE BRITISH SCHOOL
OF TASHKENT
A NORD ANGLIA EDUCATION SCHOOL

*Primary
Handbook*

2021-22 Academic Year

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Welcome from the Principal

Dear Parents and Students,

It is our pleasure to welcome you to the 2021-2022 school year at The British School of Tashkent. We want to extend a very warm welcome to all our new and returning students and parents as we enter our 11th year here in Tashkent.



Our aspiration is to achieve a World Class Education for all pupils in our growing community here in Uzbekistan.

We are fortunate to be part of the NAE Group, a network of 73 schools established across the globe. We are looking forward to providing your child with an exceptional educational experience. We will continue to build on our reputation of excellence as we seek to meet the needs of all students enrolled in our school. Our staff members are enthusiastic and passionate about teaching and bring a wealth of experience and expertise.

At The British School of Tashkent (BST), we have created a stimulating, safe and positive learning environment, with high expectations of achievement, endeavour and behaviour. We are committed to making the curriculum accessible to all students through utilising a range of teaching styles and state of the art technology, which will motivate our students to develop independent, lifelong learning skills.

As the Principal of BST, my role is to establish a culture that promotes excellence, equality and high expectations of all students. We value the opinions of our parents, therefore please feel free to send an email or call to arrange a visit. Parent input is invaluable, and I look forward to working with you in the most important job you have - educating your child.

We hope you will find this handbook useful and look forward to working closely with you to ensure the success of BST and our students.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Andre Nel'. The signature is stylized and fluid.

Dr. Andre Nel
Principal

Welcome from the Head of Primary School

Dear Parents and Students,

I would like to extend a very warm welcome to you and your family from the Primary team here at The British School of Tashkent. I hope this handbook will answer many of your questions about life at our school, especially for those who are new to BST.



In following the English National Curriculum, which is supplemented by the Cambridge Primary Curriculum, we are committed to providing effective learning opportunities and appropriate learning challenges for all our students. Every child enrolled at BST is valued regardless of their circumstances, and we endeavour to meet the individual needs of all children in an environment that recognises their different talents, learning styles, backgrounds and cultures.

Our team of fully qualified and experienced teachers and support staff work closely with each child to ensure they have a highly personalised and progressive education; supporting them to achieve academically as well as socially, emotionally, creatively and physically.

At BST, we value parental collaboration and encourage our families to be fully immersed in their child's learning journey. We encourage our parents to work closely with us to build an open and honest partnership in which regular communication and mutual support is fundamental. We have an 'open door' approach that means our teachers are always happy to meet with you to discuss any concerns or answer any questions that you may have.

The primary team look forward to working together with you and trust that your experiences here at BST will be positive, healthy and enriching.

A handwritten signature in black ink that reads "Redwards". The signature is written in a cursive style.

Mrs Rachel Edwards

Head of Primary

Academic Calendar 2021-2022

Term	Dates	Key dates for your diary
1-Autumn Term	<p>23rd August – 22nd October <i>(24th October – 29th October Half Term Holiday)</i></p> <p>1st November – 17th December</p>	<ul style="list-style-type: none"> • 1st-3rd September - Independence Day (School Closed) • 9th September – Open Evening (New Parents) • 1st October – Teacher's Day (School Closed) • 8th December – Constitution Day (School Closed) • Saturday 11th December – Winter Festival
2- Spring Term	<p>4th January- 11th February <i>(14th February- 18th February Half Term Holiday)</i></p> <p>21st February- 8th April</p>	<ul style="list-style-type: none"> • 11th February- STEAM Open Day (New Parents) • 8th March- Women's Day (School Closed) • 21st March- Nowruz Holiday (School Closed) • 26th March – International Festival
3-Summer Term	<p>26th April – 24th June</p>	<ul style="list-style-type: none"> • 3rd May – Eid (School Closed) • 9th May – Victory Day (School Closed) • 28th May – Summer Festival • 17th June- Yr 13 Graduation

Please note:

- School will be closed on National Holidays
- The last day of each term will be a noon finish

School Hours

08:00 - 08:15 Registration/PSHE
 15:30 School Finishes
 15:30- 16:30 Extra-curricular activities

Lesson	EYFS	Lesson	Years 1-2	Lesson	Years 3-6
Registration/PSHE 8:00-8:15					
1	8:15-9:15	1	8:15-9:15	1	8:15-9:15
Snack	9:15-9:35	2	9:15-10:15	Snack	9:15-9:35
2	9:35-10:35	Snack	10:15-10:35	2	9:35-10:35
3	10:35-11:35	3	10:35-11:35	3	10:35-11:35
Lunch	11:35-12:15	4	11:35-12:35	Lunch	11:35:12:15
4	12:15-13:15	Lunch	12:35-13:15	4	12:15-13:15
5	13:15-14:15	5	13:15-14:15	5	13:15-14:15
Snack	14:15-14:30	6	14:15-15:15	6	14:15-15:15
6	14:30-15:30				
			Snack 15:15-15:30		

The Uzbek School curriculum will be completed during Lesson 6, Tuesday, Wednesday and Thursday from 14:15pm-15:15pm.

Primary Leadership Team

The Head of Primary is supported by 2 Phase Leaders :

- Ms. Irene Nel irene.nel@britishschool.uz
 - EYFS – Pre-Nursery, Nursery and Reception
 - KS 1 – Years 1-2
 - SENCO
- Ms. Gemma Lowrey gemma.lowrey@britishschool.uz
 - KS 2 – Years 3-6

Our curriculum

Our students follow an enhanced National Curriculum of England and Wales, supplemented by the Cambridge Primary Curriculum. We aim to provide a high quality curriculum, which is designed to encourage individuals to reach their full potential and inspires them to create their own future. The curriculum is delivered so pupils are engaged with and motivated about their learning.

EYFS

In the EYFS Department we take the approach that each child is unique, with special talents and abilities and an individual learning style. We acknowledge that children develop and learn in different ways and at different rates, and believe that all areas of learning and development are equally important and inter-connected.

We see our children as naturally competent learners from birth, resilient, capable, confident and self-assured, and have designed a programme to build on these qualities, developing positive supportive relationships to nurture an inquisitive approach to learning where making mistakes is viewed as an important part of the learning process. In educating our children to become strong, responsible, independent learners, our teachers recognise that the learning environment plays a key role in supporting and extending a child's development.

Our Nursery and Reception classes offer a safe, caring learning environment, which promotes physical, mental, and emotional health and well-being, with good communications skills, as part of the core curriculum. We have a strong focus on developing key literacy and numeracy skills, artistic abilities and interests and a general knowledge and understanding of the world.

In addition to the core curriculum, we also offer a rich programme of class trips and extracurricular activities, and work in close partnership with parents to support our children on their learning journey through Nursery and Reception, to Year 1.

The Early Years Curriculum is based on seven key areas of learning.

In the Nursery Class we focus strongly on the three Prime Areas which are the basis for successful learning in the other four specific areas:

- Personal, social and emotional development;
- Physical development
- Communication and language

Personal, social, and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

As children grow in confidence and ability within the three prime areas, the balance will slowly shift towards a more equal focus on all seven areas of learning, including:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – books, poems, and other written materials, to ignite their interest.

Mathematics involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children’s progress in each area is continually assessed so that their development needs are met early.

In accordance with the Mission, Vision, and General Aims of the school, the EYFS programme aims to:

- To provide a **safe, secure learning environment** in which all children feel valued and supported
- To provide **a secure foundation** through the provision of learning and development opportunities which are planned around the needs and interests of each individual child, assessed, and reviewed regularly
- To make **learning a fun, meaningful, engaging process** in which students are actively involved
- To link classroom learning to the world outside the classroom
- To ensure **quality and consistency** across early years programme, so that every child makes good progress
- To form a **close partnership with our parents**, keeping them well-informed about the progress of their child and any areas where additional support may be needed
- To prepare children for **successful entry in Year 1**

Key Stage 1 and 2

In Key Stage 1 (Years 1 & 2) the emphasis is on developing good literacy and numeracy skills whilst learning about phenomena, countries, and different periods of the world. Regular Formative Assessment is carried out by class teachers with objectives and key skills tracked in reading, writing, and mathematics. We complete phonics screening so we can identify gaps in the children's phonics knowledge early as these are the building blocks to reading. At the end of Year 2 we have progression tests in English and Maths from GL Assessment.

In Key Stage 2 (Years 3-6) children develop their skills further, refining their use of research and independent enquiry, and applying what they know into less familiar contexts. Summative assessment is carried out each year during September using GL CAT4 Baseline testing in Years 4 to 6 and in May using the GL Primary Progression tests in English, Maths and Science for Years 3 to 6.

Core subjects of English, Mathematics and Science will be taught as discrete lessons by the class teacher through different units across the year. The units provide opportunities for new learning to happen, but also for previous objectives to be consolidated to secure learning. Schemes of work will be sent home, which detail the learning of each unit and offers ideas of support when helping your child at home.

Reading, handwriting and spelling will be timetabled as discrete lessons so that time is given to teach and support students with the key skills, which they can then practise at home.

Topic based learning is used to influence learning in the foundation subjects and link to real life as much as possible. Specialist lessons are provided across the Primary School in Art/DT, Music, PE and ICT.

PSHE (Personal, Social and Health Education) will be taught frequently in the week. This is an important subject of the curriculum as it helps to develop the child as an individual, not just their academic ability.

Uzbekistan Nationals will also complete all the requirements for the Uzbek Curriculum.

	Years 1-2 (Key Stage 1)	Years 3-6 (Key Stage 2)
PSHE	1	1
English	6	5
Phonics	2	N/A
Library	1	1
Reading	2	N/A
Maths	5	5
General Science	3	3
Social Studies	N/A	2
IC	2	2
MFL	1	3
Music	2	2
Art	2	1
ICT	1	1
Physical Education	2	2
Uzbek Curriculum	N/A	3

Arrival and Departure Procedures

Students should arrive to school at 8.00am so that they have time to organise themselves and be at the appropriate classroom for their first lesson. Registration/PSHE starts at 8:00am and Lesson 1 at 8:15am. Students who arrive late for school after 8.10am will be marked as arriving late and will collect a late mark from their subject teacher on the Register. The attendance and late arrivals will be monitored by both the subject teacher, the Form Tutor and the relevant Phase Leader. Where lateness is a re-occurring problem, steps will be taken to ensure punctual arrival to school.

Please ensure that you or a designated guardian collects your son/daughter from a member of the security staff at the end of each day from the designated entrance of the school.



Security

There is no issue that the school takes more seriously than the safety of our students. We have security guards at the front gate to ensure unauthorised personnel do not enter the school grounds and all visitors entering the school are required to sign in and out.

All families will be asked to have their photographs taken by BST administration team or send in electronic photos so that ID cards can be made for any adult picking up a child. No adult will be allowed on the school grounds without their ID card. Parents should provide the school with at least two contact telephone numbers in case of emergencies. It is vital that you inform the school of any changes to these contact numbers. Please support us in this.

It is essential that we have an accurate record of who is authorised to collect your child and their photograph in order to make an ID card. We will not release a child to the custody of a different adult unless we have received notification from the child's parent.

If you need to collect your child during the school day, please call the Sayram/Kalandar reception and request a 'Leave of Absence' for your child, we do not allow any student to leave the school site without direct contact from a parent/guardian. Parents are not allowed to go up to classrooms to collect their children and must wait at reception. Early Release slips will need to be collected from the front desk before leaving the school premises and shown to security. Please try and keep absenteeism down to a minimum and only in emergencies. *(Please note; birthday parties and trips to the mountains are not reasons to remove students from school for the day.)*

Extra-curricular Activities

The Extra-curricular Activities (ECAs) programme offers a wide range of activities including sports, music, art, science, creative learning. The opportunity for students to develop interests beyond the classroom is an integral part of the school. ECAs are on Mondays and Thursdays after school. The activities are organised by staff members and outside instructors. Generally, there is no charge except when they may take place off site or are run by external tutors. The students will be notified of the clubs on offer in advance so that you can assist your child in choosing the preferred activities.

Once an activity is chosen for each term, it is important that the student remains committed to that activity. Students and families will, of course, be made aware of the requirements of the activities that they select.

School Uniform

School uniform is compulsory for all students attending the school. We believe that wearing school uniform in a proud and smart manner promotes positive self-esteem and, therefore, is integral to the ethos of the school. All students are expected to arrive at school every day in clean clothes, which are to be worn in a tidy manner. We expect our students to take pride in their school uniform.

Blazers may be worn any day but are compulsory for assembly days when all students will be required to wear their blazers every week.

Under non-Covid 19 circumstance, all students should bring PE uniform to school on PE days to change into and out of the start and end of each lesson. PE uniform is not to be worn inside the classroom. You will be informed about these days at the beginning of the academic year. At the discretion of the PE staff Primary students will be required to shower and change after their PE lessons. *However, whilst health and safety protocols relating to Covid 19 are in place, students are to attend school in their PE uniform as change facilities will not be available due to safe social distancing and sanitisation standards being followed.*

Below is the set uniform for Primary students:

Boys Uniform



Summer Shirt



Short Trousers



Summer/Winter Polos



Winter Shirt



Long Trousers



Black shoes/trainers



Dark Socks

Optional



Blazer

Girls Uniform



Summer Shirt



Skirt



Summer/Winter Polos



Trousers



Winter Shirt



Skirt



Dark/White socks



Black shoes/trainers



Navy tights

Optional



Blazer

PE Uniform



PE T-Shirt



PE Shorts



Tracksuit top/ Zipped tracksuit



Tracksuit bottom



Scarf

House T-Shirts



Romans

Saxons

Vikings

Normans



Other items

Footwear is an important aspect of the school uniform; the correct socks and shoes complete the uniform (see above). Shoes should be made of black leather, be business-like style and worn each day.

On PE days, students must wear appropriate footwear for the activity on offer - normally training/sports shoes. All students should wear regular PE uniform for lessons and house colours for competitions and events only.

Use of coats and anoraks are encouraged during cold and rainy days, and sunhats on sunny days. A pair of indoor and outdoor shoes is also required throughout the year and is essential during the winter months. Girls may wear tailored trousers in winter.

We encourage independence in our students. This does mean at times that items can go temporarily missing. With this in mind, please label all items of school uniform with the student's name and class.

General Appearance

For safety reasons the wearing of earrings (except studs), or other jewellery (metal or plastic) must not be permitted during sporting activities, PE or swimming. They represent potential hazards to all participants. Medical, professional and occupational safety advice confirms that they should be avoided at all times.

Hair should be worn in a neat style. Please note that extreme styles including 'tramlines' and bright colours are not considered appropriate hairstyles for school. If a student attends school with a hairstyle that is deemed inappropriate, the Head of Primary will inform the parents and request a more suitable style. Makeup and nail varnish are not permitted in school. Furthermore, a student may be required to wear hair tied back and/or to remove jewellery if it is deemed hazardous to an activity.

What your child will need for School

Please note that this information will be updated in line with COVID-19 protocols and updates shared separately.

Water Bottles

- Each student will be asked to bring their own reusable water bottle to school
- The bottle should be individual and never shared with others
- It should be clearly labelled with the name and class of the student
- The bottle will be returned home at the end of each day to be washed
- Only water should be contained in the bottles - no juice, carbonated drinks or flavoured drinks
- Water dispensers will be available at school for refills whenever required

Storage & Usage

- Please note that students may not be permitted to use water bottles in locations which are deemed hazardous, e.g. in the vicinity of ICT and/or electrical equipment

Resources

All Primary students are encouraged to bring a pencil case to school every day with personal items needed for the school day. These items include black, blue and green pens, a ruler, pencils, coloured pencils, rubber/eraser, pencil sharpener, compass and protractor, and a scientific calculator. This pencil case should be brought to school in a bag where other personal items may be kept.

Prohibited Items

It is school policy not to bring the following items to school:

- chewing gum and sweets
- toys or games unless at the request of a teacher
- Only electronic devices as per the BYOD policy are allowed. This is to ensure that students' belongings do not get damaged or lost. If a parent needs to contact a student urgently, a message can be passed through the school office.

Mobile phones are only allowed using the following guidelines:

- The student is solely responsible for the phone. School will not be responsible for lost or damaged phones.
- The phone may be used for educational purposes only and with the clear permission of a teacher. If a student is found using a phone, for other purposes including, using social media, playing games, listening to music or taking photographs, during school hours, including break times, without the permission of a teacher, it will be confiscated. Parents will be advised and the privilege of having a phone in school will be withdrawn from the student.

School Lunch

School meals are freshly prepared daily on the school premises. A hot and nutritious lunch is served to all children in school. School lunches are paid for in advance along with tuition fees. If you have not already informed the school that your child has dietary restrictions (whether for health, religious or allergy reasons), please do so immediately. We will inform the school kitchen and special arrangements will be made to provide proper suitable alternatives.

Snacks

A healthy selection of snacks is provided for students by BST as part of the designated lunch fees. They are available at break time. **Please be aware that BST is a nut-free zone.**

Birthdays

We would love to celebrate your child's birthday in school. If you would like your class to celebrate your child's birthday, please contact their class teacher to make arrangements. Please remember that any cake/confectionary brought into school needs to be nut free.

Behaviour

Positive Behaviour and Code of Conduct

Our school's Code of Conduct aims to achieve a positive atmosphere in which more time is spent on teaching and learning. We recognise that the school has a critical role to play in developing self-discipline in students. We aim to establish acceptable patterns of behaviour and to encourage students to develop a sense of responsibility, self-respect and a respect for other people, property and the environment.

It is essential for parents and the school to work in partnership so that the values encouraged by home and school are mutually reinforced. The following outlines the key expectations we have of students:

- treat everyone with respect and courtesy
- behave in a way that aids learning during lessons
- walk at all times when indoors
- walk on the left in corridors and staircases
- hold doors open for others
- remove coats, jackets and hats during lessons and at lunch
- make sure that classrooms and playgrounds are kept clean and tidy; litter should be placed in bins
- greet the teacher and guests in the school
- speak and listen in turn
- always look after classroom resources and ensure that furniture and resources are tidy at the end of lessons
- knock and wait to be invited into the room if late for class
- do not leave the classroom without the teacher's permission
- no eating and drinking in the classroom – except water, and with the teacher's permission
- students are responsible for clearing trays, plates, etc., after break and lunch

All students are encouraged, taught and expected to demonstrate high standards of behaviour. We value highly the qualities of self-discipline, self-respect and respect for others and their property. We encourage all students to act as positive citizens and anti-social behaviour including bullying and fighting will not be tolerated at our school.

Members of staff will reinforce positive behaviour using praise, House Points, positive emails home amongst other methods. Whilst we endeavour to focus on the positive, the use of verbal warnings and detentions (breaktime and lunchtime) are the main sanctions employed where necessary. Please note that we will always give 24 hours' notice if a student is expected to stay after school for a detention.

House System

On entry to the school, each student will be allocated a house, with members of the same family being placed in the same house. We always seek a balance of male and female students in each house. The house names and colours are as follows:



Normans



Romans



Saxons



Vikings

The whole school is involved in the house system including families, teachers and assistant teachers. Regular house assemblies are held throughout the year. House captains will be elected from Year 6 and vice house captains from Year 5. Students will be able to apply for the position, give a speech to their house and the rest of the students in the house will vote.

The House system is comprised of two parts

1. House system, where students gain house points for individual awards relating to their progress and efforts in all aspects of school life.
2. Inter-house competitions such as sports days, swimming galas, poetry and music competitions.

We celebrate achievement throughout the school year, recognising excellent attendance, citizenship and student leadership, and certificates are awarded regularly in assemblies.

Certificates in Primary

At BST, we believe that great efforts should be rewarded and recognised. With this in mind, we have a house point system designed to encourage high standards and positive actions from our students throughout the year. House points, therefore, will only be awarded when students do their very best.

During the year, students will be awarded house points for excellent work, effort, progress and good citizenship. Teachers award points to each student when deserved and it is the responsibility of the student to enter their house point on the chart displayed in the class. This can be a coloured square or a tick alongside a name. There will be no negative actions such as minus house points. Certificates will be awarded in assembly to successful students. Certificates are organised in the following way with all students aiming to gain a platinum certificate by the end of the year. Exceptional effort may even result in achieving 250 house points and the rarely achieved Diamond certificate.

At the end of each term, the house points from each class are collated, with the winning house announced during assembly. The house captains from the winning house will be responsible for changing the coloured ribbons displayed on the trophy each term to the winning house colour.

Alongside house points, each week during assembly, the teachers will nominate a student from their class as the “Star of the Week”.

Attendance

Regular daily attendance is essential if students are to achieve their potential. Good attendance is set at 95% of the school year. This means that a student can have several days absence each year for illness and still achieve excellent attendance. There is a clear and proven correlation between attendance and exam performance and we ask that parents support attendance at school wherever possible to support the success of their child in their learning.

Absence from school for reasons which are neither health-related nor involving an emergency are strongly discouraged and should be kept to a minimum. Parents who are aware of such future absences should inform the class teacher/tutor and seek permission from the Head of Primary as far in advance as possible.

Our School Nurse calls the parents of every child, on the first day of their absence. This is to confirm the absence and clarify the details.

Please note that it is not school policy to provide work for students who are absent unless it is planned and teachers have been notified. Attendance of each child is monitored weekly by Form Tutors and School Leaders and parents will receive notification of the number of absences in the student’s school reports. Where there is significant concern arising during a term, parents will be asked to attend a meeting with their child’s Form Tutor and/or Head of Primary to discuss the nature of the absences and how attendance can be improved.

Absence Through Sickness

While regular daily attendance is important, sometimes absence is unavoidable through sickness. Please inform the school if your child is unable to attend school for health reasons. Please telephone as early as possible after 8:00am and leave a message for the form tutor.

In order for us to ensure the health and safety of your son or daughter, please advise us of any medical problems your child may have when there is an allergy to materials or food. Please ensure that the health questionnaire has been completed.

If your son or daughter becomes unwell and the class teacher/tutor feels that s/he may not be well enough to participate in lessons, the student will be referred to the school nurse on site. After further observation, if the student is clearly not well enough to return to class, you may be telephoned to collect your child. The Head of Primary authorises a child to be sent home due to ill health in school. Please be aware that it is the responsibility of the parents to collect an unwell child, and that the school cannot provide a driver in such circumstances. Please ensure that school always has updated contact phone numbers.

A minimum of 90% of the school year is required to ensure that the student has attended school regularly enough to successfully complete the year and make reasonable progress. When attendance falls lower than 90%, learning and progress can be affected and over time this will have an accumulative detrimental affect on a student's exam results.

Health and First Aid

Please note: the health and safety protocols in school are monitored daily and are updated regularly in response to Covid 19 and the local requirements and Nord Anglia Education advice.

The school employs a full-time qualified nurse on each site. In the unlikely event of a more serious accident, emergency services will be called to the school and parents will be telephoned immediately. In consultation with parents, transportation will be organised to a hospital or international clinic.

Medicine for Students

Academic and administrative staff are prohibited from giving any medication to students whilst on site. School nurses require a prescription from a doctor with the doctor's signature and stamp in order to administer any medication to a child. If this cannot be provided, a family representative known to the school will need to give medicine to the student. If a student indicates having a minor condition such as a headache, the school nurse may contact the parent to request permission to provide a mild painkiller so that the student may recover and remain in school.



Role of the Parent

At BST we recognise the importance of involving our parents in their child's education and we encourage the support of parents throughout the school.

Parents are often invited to support class assemblies, activities, open days and curriculum days in order to be involved in school life as much as possible.

In addition to your role within school we also encourage your support with your child's learning at home. At BST we consider homework to be an excellent way to review or reinforce work taught in school rather than a way to extend learning.

Home/School Communication

At BST we greatly value working in partnership with parents and guardians to ensure the very best for your children. As part of this, we place a strong emphasis on opening up many avenues of communication between parents and teachers. Please take the time to read the following to help you understand the different ways that we can share information with each other.

- **Seesaw.** Seesaw is used on a daily basis for the teacher to communicate with parents and students. The private messaging function can be used for both parent and teacher communication. Please allow 24 hours for a reply. Teacher's will not respond during lesson time. Seesaw will be used to communicate homework and announcements. Please ensure you have the Seesaw Family and Seesaw Class apps downloaded on your device and connect to your child's journal. Please ask your child's class teacher for the code if you do not have one.
- **Email.** Critical/individual communication can also be maintained by email, though we ask you to do this selectively and concisely so that email communication remains manageable for teachers in order that they can focus on their classroom work. The subject teacher should be the first point of contact with any subject based issues. The Form Tutor should be contacted with general queries. When appropriate, they will refer any important

issues to the Senior Leadership Team. If you wish advice on administrative aspects of school our admin team are always happy to help.

- **School news** will be published via email and the Telegram group. It includes articles from staff and students and photos celebrating what the children have done throughout this period and updates on important events.
- **School Reports.** Each term you will receive a full written report on your child's progress and attainment. (See the section: Reporting Procedures)
- **Parent Teacher Consultations.** These take place twice a year and give you the opportunity to talk one-to-one with the teacher about your child's progress, development and targets.

Target setting and reporting procedures

Teachers report progress data in each term and this is shared with parents in a report.

The progress data is mapped to targets set in each subject for each student that are based upon Cognitive Ability Tests (CAT) completed early in the Autumn term. The CATs profile a student's ability in 4 key areas and provides important data to the student's teachers that informs lesson planning and teaching.

Each report to parents will indicate the current progress their child has made, as well as their attitude to learning and whether they are currently performing in line with, exceeding or falling below expectations of progress.

Parents' Evenings are held three times a year and they provide an essential opportunity for the parents and student to discuss progress with each teacher, identify areas of strength and areas for improvements and the strategies used to accelerate progress.

Student planner and homework

Each student in KS2 has a 'planner' and a homework timetable. The planner is used to record homework, due date and its completion as well as provide parents with an opportunity to write any comments or feedback to form tutors and subject teachers. Parents are asked to check and sign the diary each week.

An important aspect to homework learning is to train the students into a form of time management so it is important that students tackle homework early to avoid accumulation on one night. Form tutors will monitor this during Academic Review, and students are encouraged to take on the responsibility for the organization of work as they progress through school. The aim is to build independent learners and a key aspect to this is incorporating into lessons the need to develop self-study skills.

Homework should be:

- manageable for parents, students and teachers
- directly related to students' class work and the school curriculum
- regarded as important and monitored by parents and teachers
- clearly understood by all students in term of objectives and feedback

Expectations

The following time spans should be followed as a guideline for weekly home learning. Expectations will rise with the age of the child, guiding them towards independent study and a responsible attitude to learning.

- Year 1: 30 minutes a week
- Year 2: 45 minutes a week
- Year 3 and 4: 1 hour a week
- Year 5: 1 hour 15 minutes a week
- Year 6: 1 hour 30 minutes a week

Every child should also read for at least 15 minutes every day.

The class teacher is responsible for setting homework, ensuring that the demands are manageable and relevant. Home learning should be varied, including many areas of the curriculum including Reading, Writing, Speaking, Listening, Mental Mathematics, Written Mathematics, Science, History, Geography, Art, etc. Normally, home learning is reading and spelling and then a task from the Homework Grid should be completed. Homework Grids will be sent home every half term. Project work through Global Campus will also be set, which the students will be working on in school but can work on in their own time at home too. Teachers will aim to keep parents informed and involved. Homework will be sent out using Seesaw.

Please let the class teacher know if homework becomes an issue or extra support is needed.

Using English in School

Bilingualism is an asset to the pupil and the school, and this is reflected in the way we approach the use of language in school. English is the first language of the school and we should encourage it to be used as much as possible. It is the one common language that all pupils will share and therefore has the capacity to unite all pupils.

It is not forbidden for children to use their native language in the school, however, our graduation towards exclusive use of English in the classroom and on the playground grows with the age of the children and their English language proficiency. Younger children and those new to English, may use their native language when necessary, but move gradually towards more and more English.

When determining the use of native language in school, the age and capability of children is key, and all staff will take a commonsense approach. Pupils are not reprimanded or sanctioned for using their mother tongue. Instead, they are positively encouraged to use English wherever possible.

Educational Visits

These are under continuous review due to Covid-19 restrictions.

Educational visits are crucial opportunities to learn beyond the classroom and each Primary department is encouraged to take learning beyond the walls of the school through curriculum-related trips and visits. In the Primary school, we offer the opportunity for our students to enjoy a range of trips and visits which include participating in Nord Anglia activities in other countries, as well as broadening and deepening their learning closer to school. This opportunity is of great benefit in supporting independence, maturity and self-esteem and for many students is the highlight of the academic year.

Every effort is made by the organising staff to share information and costs at an early stage. We will advise on the needs for visas, flights, and other services that the school may not be able to take payment for directly so that parents can be organized and timely in securing their child's place on the trip.

Meeting Student Needs

At BST every effort is made to meet the individual needs of all learners in each lesson and in their experiences at the school. Learning is differentiated accordingly by all subject teachers and additional support provided where it is appropriate and reasonable.

A, G & T (Able, Gifted and Talented)

Able students are accommodated by effective differentiation to challenge high ability groups in classes across the curriculum.

Gifted students with exceptional academic potential will enter the gifted register and an IEP developed to ensure that progress and achievement in line with their abilities are achieved. This may be in one or multiple subjects.

Talented students with exceptional abilities in Drama, Music, Art or PE will enter the talented register and an IEP developed to ensure that performance or competitive opportunities in line with their abilities are achieved. This may be in one or multiple disciplines.

We believe that it is important that talented students are challenged and have an opportunity to showcase their abilities.

EAL (English as an Additional Language)

We embrace and celebrate the many languages of students at The British School of Tashkent. We have a well-established system developed by our EAL Department to assess, target, track and promote a student's linguistic

proficiency. Where the need is detected, students join high intensity, small group lessons to develop social and functional language.

All students who speak English as an Additional Language have individualised language targets which support their continuing language journey, especially in regard to academic and cognitive language skills. Our teachers are very aware of how best to support not only meeting the curriculum requirements, but also developing language objectives to develop bilingual students.

Learning support

Our aim is for all pupils to access the curriculum independently and with success in our Primary school. A small number of students may benefit from support with their levels of English or to meet a specific learning need. We maintain registers for both English as an additional language (EAL) and moderate special educational needs and disabilities (SEND) and provide support in line with our school admissions policies.

"Bring Your Own Device" Policy

English throughout Technology is an integral part of life, and this is no less true in education. At BST we are dedicated to a learning environment that gives access to appropriate technology in order to enhance learning, unlock potential and connect students locally and globally. We ensure that all students and staff have access to high-speed internet in all areas of the school and they may bring a device of their own to access this.

The students at BST are digital-natives. For them, technology is part of the environment in which they are growing up. The BYOD policy has been designed to ensure that all members of the school community are given the opportunity to develop the necessary digital literacy skills to thrive in the digital age.

Student-centered learning is a key value of any International School and BYOD helps support this philosophy by giving students more opportunities to take responsibility for their own learning and to develop the attributes of the Global Learner Profile. Our aim at BST is for students to learn with technology, rather than learning from technology.

The use of BYOD supports key contemporary learning skills including:

- Accessing, filtering and processing information
- Planning and organizing
- Making choices and decisions
- Facing challenges and problem solving
- Risk-taking and overcoming challenges
- Collaborating and sharing
- Communicating
- Being creative and innovative
- Reflecting This policy applies to any device that is not school owned or supplied, and is used to access the school wireless network.

The purpose of this policy is to establish clear guidelines and procedures when students use their own devices in school, to ensure safe use and the integrity of the BST network.

Which devices are suitable for BYOD ?

At BST our BYOD model is based upon The Bring Your Own Standard Device, **where the students have to procure a device from a limited selection of standardised requirements dictated by the school. Fully funded and owned by the student, but managed by the school.** This allows for both parent and student to choose a device which meets their budget and needs, while meeting the requirements of learning at BST.

The devices “of choice” at BST are as follows.

Year Group	Preferred Device
Year 3 to 4	Suitable Tablet/iPad
Year 5 to Year 11	Suitable laptop/MacBook or Tablet
Years 12 & 13	Laptop/MacBook

School iPads and other devices will be provided to Early Years, Years 1 & 2 as younger students are not expected to carry their own devices between home and school.

Please note that smartphones are not considered a suitable device due to screen size, storage limitations, and function restrictions.

Please look at the below specifications for the device you would like to bring in.

Windows Device:

- My device is not older than 4 years, or was purchased during or after 2017
- My device has at least 8GB of RAM
- My device has Core i5
- My device has 1tb HDD
- My device has a 4 + hour battery life
- My device has working Wi-Fi
- My device has Windows 10 Operating System
- My laptop has up to date Anti-Virus Software

Apple Laptop:

- My laptop is not older than 4 years, or was purchased during or after 2017
- My laptop is running OSX Yosemite version (free to install)
- 3. My device has at least 8GB of RAM
- My device has Core i5
- My device has 1tb HDD
- My laptop has a 4 + hour battery life
- My laptop has working Wi-Fi

Tablet/iPad:

- My tablet is less than 4 years old, or was purchased during or after 2017
- My tablet is running the most up to date OS it is capable of
- My tablet has a 4+ hour battery life
- My tablet has working Wi-Fi
- A 10” screen or more (this automatically excludes mobile phones)
- A Protective case

Software/Apps

- Word processing (word, pages, google docs)
- Spreadsheet capabilities (excel, numbers, sheets)
- Cloud Storage (GDrive/Dropbox/OneDrive)
- Chrome web browser
- Voice recording capabilities
- Video recording/editing

Students with tablets will be required to download Apps to suit the learning situation within their classroom. This may also include a Mobile Device Management software.

Are there restrictions on the use of my device?

The use of a personal device in the school is for instructional use only and at the teacher's discretion. In addition, the wireless access is for internet use only, and users will not have access to other school systems or printers. Any use of the wireless network entails personal responsibility and compliance with all school rules and policies.

Will I receive technical support?

All students will be given the necessary help and guidance to set up passwords and access the internet. However, due to the large number of devices in the school, maintenance and technical support is the responsibility of the user.

The Byod Partnership Agreement

We have read and understood how the BYOD policy will enhance student-centered learning at BST. We will work in collaboration with the school as per the agreement below. We recommend that parents ensure that devices are fully insured, serial numbers are recorded and where possible tracking/location software is used.

Please Tick

We agree that students are responsible for the safety, security loss or damage of their device. The school cannot be held responsible for student devices.	<input type="checkbox"/>
Devices should only be used for learning purposes, as instructed by a teacher.	<input type="checkbox"/>
Using the device in a way that disrupts the learning of others will not be tolerated. Users must power off and put away personal devices if directed to do so by teachers or school administration.	<input type="checkbox"/>
Users must abide by all BST school policies when using their own devices.	<input type="checkbox"/>
Users are responsible for the use of their personal device on the BST network at all times.	<input type="checkbox"/>
The school is unable to support any technical issues and/or upgrades of the device.	<input type="checkbox"/>
Users should practice caution when allowing others to access their personal device.	<input type="checkbox"/>
All liabilities remain with the user. It is expected that students arrive at school with their devices fully charged.	<input type="checkbox"/>
It is expected that apps are downloaded at home and that iTunes accounts are not accessed in school, to protect parents and students financially.	<input type="checkbox"/>
The use of private 3G and/or 4G (LTE) wireless connections is not permitted. In school students should only connect to the internet via the school WIFI.	<input type="checkbox"/>

The use of a device to threaten the sense of security or well-being of others will not be tolerated on or off campus.

Failure to adhere to the partnership agreement may result in the student being removed from the BYOD programme

Name and Signature of Student : _____

Name and Signature of Parent/Gurdian: : _____

Parent/Guardian's Contact Details

Mobile Phone : _____

Email : _____

Date : _____

INFORMATION AND COMMUNICATION TECHNOLOGIES ACCEPTABLE USE RULES (AUR)

The school community is required to follow the acceptable Use Rules when using information and communication technologies to ensure the appropriate use, security and accessibility of the computing environment and equipment essential to the work of the community.

Network

Scope

The school network is considered to be any central storage system, servers, printers, devices to be used by multiple users and school approved cloud platforms. Mobile data connections, WiFi, NFC, Bluetooth or any other means of data communication within the school's premises, shall be considered to be part of the school network.

Purpose

The school network is primarily for the purpose of school related study and work. Its use for personal matters should be limited, incidental and under no circumstances impinge on or detract from its use in school as a tool for work and study.

Appropriate devices

Only school-approved devices may be used on the school network.

Oversight

The school reserves the right to monitor the network to ensure its proper use. All information traveling through the network or stored on the network can be monitored by the school.

Software & apps

In the interest of protecting the school network from viruses and malware, the user may only install software and apps from sources authorised by the school. If in doubt, users must err on the side of caution and check with the school whether a source is authorised.

Parental approval

Pupils can only use school devices outside of school with parental approval. Pupils must also seek parental approval before installing any software or app that is not directly related to schoolwork.

Responsible Use

Back ups

It is the responsibility of each user to back up their devices on a periodic basis. The school is not responsible for loss of important data or material as a result of the user not performing a backup.

Passwords

Users should ensure they keep usernames and password safe and should only communicate them on request to members of the ICT team. Users must log off from the network and/or platforms when not in use.

Good care

Mobile devices, such as tablets, laptops or peripherals should not be left unattended and should always be stored in secure locations. Devices should have protective covers. Food and beverages should not be left in proximity of a device.

Preparedness.

Users of mobile devices should ensure batteries are sufficiently charged at the start of the school day. They should also ensure that enough memory space is available.

Conduct

General conduct

The same rules of conduct and behaviour that apply to any instance of school life apply in the use of ICT. Every member of the school is expected to uphold the highest levels of honesty, decent behaviour and care towards others when using ICT.

Communication with outsiders

Pupils are strictly forbidden from using their devices during school time to communicate with anyone outside the school unless the matter is related to work or study and has the explicit consent of a member of staff.

Hacking

All users of the school's network are responsible for all material accessed under their account. Accessing or attempting to access another user's account without permission is strictly prohibited. Users may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to the school or other users on the Network.

Disciplinary action

The misuse of ICT devices or the school network will be considered a disciplinary matter and will be addressed according to the school's disciplinary policy.

In Summary

We hope that this handbook provides an informative introduction to our school. If you should need any further guidance, please feel free to look at our website or contact the appropriate member of the school for further advice. All relevant contact details are available on our website, from Reception or by contacting the Head of Primary rachel.edwards@britishschool.uz who are all happy to help. In the meantime, we look forward to you joining our community!



THE BRITISH SCHOOL OF TASHKENT

A NORD ANGLIA EDUCATION SCHOOL

Sayram Campus:

Building 30a, Sayram street, Mirzo-Ulugbek district,
Tashent, Uzbekistan
+998712685560/62

Kalandar Campus:

Building 3, Kalandar street, Mirzo-Ulugbek district,
Tashent, Uzbekistan
+998712626020/24

www.britishschool.uz