

The British School of Amsterdam

LOWER JUNIOR SCHOOL

'Striving for excellence in all that we do'



P A R E N T S ' H A N D B O O K

'We aim for all children to succeed here; they are at the centre of everything we do'



Version 1.0

Academic Year 2010 - 2011



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AN INTRODUCTION BY THE HEAD TEACHER...



Dear Parents,

On behalf of the children and staff, I would like to warmly welcome you to the 2010 - 2011 edition of the Lower Junior School Parents' Handbook.

The Lower Junior School is part of the British School of Amsterdam and caters for the learning needs of children from six to eight years of age. This handbook has been produced to provide parents and members of the BSA community with information about the day-to-day operations of the school. I hope you find its contents useful and informative.

Leading and managing a school is a team effort and I am delighted to be working with a very dedicated and committed team of teaching professionals. All our members of staff are fully qualified practitioners and many have a wide range of experience teaching children in state, private and international schools.

I would like to take this opportunity to welcome and introduce our new Deputy Head Teacher, Ms Lynn Welsh-Boucard. We will be working closely together with the staff, children and parents to lead, support and guide the development and management of the School. Ms Welsh-Boucard introduces herself to you all on the next page.



A successful school is one that works in partnership. To this end, your support, commitment and encouragement of your child and the school is greatly appreciated. We invite you to play a full and active part in your child's education and if you feel you can help the school in any way, please let us know. We continue to develop our communication and information channels to ensure that you are always kept up-to-date and informed. This will include regular meetings, newsletters, our daily weblog updates and electronic updates sent by email.

I look forward to working with you and your child this year, and I hope your child is very happy and excited about learning at our school.

Best wishes,

Chris Pritchard

INTRODUCING OUR NEW DEPUTY HEAD TEACHER

My name is Lynn Welsh-Boucard and I am the Deputy Head Teacher of the Lower Junior School. I have already met some of the children, parents and staff who make up the Lower Junior team and I am really looking forward to getting to know everyone better.



I have been teaching Year 4 at the British School of Amsterdam for nearly two years and previously taught in schools in the United Kingdom and France. I am very excited about joining the Lower Junior team.

This year I will be teaching Year 3 and will be sharing class 3WC (no jokes please!) with Mrs Patricia Cairns. Mrs Cairns will be in class Mondays and Tuesdays and I will be in class Wednesdays, Thursdays and Fridays.

On Mondays and Tuesdays, Mr Pritchard and I will be working together to ensure that everyone in our school is actively involved, excited about learning and very happy to be here. Our office door is always open so please feel free to come and have a chat any time.

Let's make our school the very best that it can be for all pupils, parents and staff!

Tot ziens

Lynn Welsh-Boucard



SECTION 1: THE SCHOOL AIM AND MISSION:

THE AIM OF THE BRITISH SCHOOL OF AMSTERDAM:

“At the British School of Amsterdam we aim to create a stimulating and caring environment which enables all individuals to realise their full potential and by doing so, develop skills and confidence for a fulfilling and responsible life in a changing society.”

To support the school aim, our two mission statements are simple and straightforward; we are:

‘Striving for excellence in all that we do’

and

‘We aim for all children to succeed here; they are at the centre of everything we do’

Our success criteria will be:

Children who are happy, healthy, independent and excited learners.

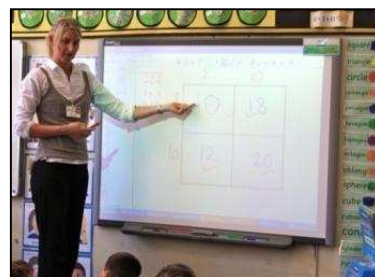
Children who become successful, responsible and caring citizens of the future.

Curriculum:

The Lower Junior School follows the U.K National Curriculum for Key Stages 1 and 2. As a British International School we have developed the curriculum to meet the needs of the international community, and further information regarding our learning programmes can be accessed through our school weblog: www.lowerjuniors.com



THE LOWER JUNIOR SCHOOL STAFF TEAM:



Name:	Position:
Annie Van Schooneveld	School Administrator
Chris Pritchard	Head Teacher / G and T Teacher
Lynn Welsh-Boucard	Deputy Head Teacher / Year Three class teacher
Claire Williamson	Year Two class teacher and Year Two Year Group Leader
Samantha Parsons	Year Two class teacher
Danielle Brady	Year Two class teacher
Chris Rogers	Year Three class teacher / Year Group and Curriculum Leader
Roger Chapman	Year Three class teacher / Curriculum Leader
Patricia Cairns	Year Three class teacher (part time)
Sarah Nolan	Teaching Support Assistant
Tara Holmes	Teaching Support Assistant
Melinda Esworthy	Teaching Support Assistant (part time)
Karen Stainton	Teaching Support Assistant (part time)
Isabel Hyams	Learning Support Assistant
Elizabeth Krajbich	Learning Support Assistant
Francis McFadden	Learning Support Assistant
Nathalie Uhlenbeek	Learning Support Assistant
Isabel Stout	Music Specialist Teacher (part time)
Mirna Roosma	Dutch Specialist Language Teacher
Mareline Frank	Dutch Specialist Language Teacher
Alison Aitken	French Specialist Language Teacher (part time)
Angela Jackson	English as an Additional Language (EAL) Specialist Teacher (part time)
Helen Rigelsford	Learning Support Specialist Teacher (part time)

The Junior School day is structured as follows:

Registration	08.45-08.50
Teaching time	08.50 – 10.10
Break time	10.10-10.30
Teaching time	10.30 – 12.30
Lunchtime - eat	12.30-12.50
Lunchtime - play	12.50-13.40
Teaching time	13.40 – 15.30
End of School	15.30
Extra Curricular Programme	15.30-16.45

AT THE START OF THE DAY - ARRIVAL PROCEDURES:

Children who arrive at school from 08.30 onwards may be dropped off at the main school entrance. The children then make their way to their respective classrooms for the start of the day. We kindly ask that children do not arrive at school any earlier than 08.15. **Children who arrive at 08.15 must be supervised by their parents** and may spend time on structured activities (library / chess / using computers etc) until 08.30 when they may go to their classrooms. Class teachers are not required to be in their classrooms until this time. **For safety, children must not enter or be left in classrooms without a member of staff present.**

AT THE END OF THE DAY - DEPARTURE PROCEDURES:

At the end of the school day (15.30) Parents are kindly asked to collect their children promptly from the following locations around the school building:



YEAR TWO:

Class:	Location:
2B and 2W	Side Entrance – by the 'Pirate Ship'
2P	Main School Entrance

YEAR THREE:

3WC	Rear Playground – in the 'ball zone area' via the main rear exit
3C	Rear Playground – in the 'quiet zone' by the 1 st exit from the school hall
3R	Rear Playground – in the 'quiet zone' by the 2 nd exit from the school hall

We would kindly ask parents to wait outside for their children. Your child's teacher will bring the children out to you. The end of the day is a busy time for everyone and the pathways can become easily congested. To ease this, we would encourage Year Three parents to make their way to the back of the school via the cycle rack area. We would encourage Year Two parents to use the front of the school and use the side with the 'Pirate ship' to ease traffic flow. Thank you.

Dropping off and Picking up your Children:

Parents are asked to be prompt when collecting children after school or extracurricular activities. The school is not equipped to staff and monitor children after the end of school at 15.30 or after extracurricular activities at 16.45. Activities are well planned by the staff for the time period allotted. Staff members run extracurricular activities on a voluntary basis and therefore appreciate being able to finish on time as they may have meetings to attend or further commitments afterwards.

Extracurricular Activities:

The British School of Amsterdam offers a wide variety of academic, social, cultural and competitive activities for children. Information concerning these activities is sent home each term. A copy of the clubs on offer each term can be obtained from reception. Please see the Head of School if you have any suggestions about activities we could add to this very important part of your child's educational programme.

Picking up Children after Extracurricular Clubs:

Parents should come into school at 16.45 and collect their child from the classroom / venue where the club is held. If you are running late, your child will be waiting for you in the main entrance.

Running Late?

If you are running late for any reason, and will not be able to collect your child on time, please call the school office using the details at the back of this handbook. Children can become anxious and worried very quickly if there is no one to collect them when they expect you, so please let us know you are going to be late and we will make sure your child is safe and comfortable until you arrive.

Arriving at school by car / car parking:

Please be aware that our school site is hard to access by car. All the parking spaces around the school are 'pay and display' zones, so please ensure you have a parking ticket or permit as a parking fine can be very expensive! Although you might only be stopping for a few minutes, please refrain from double parking along the Jan van Eijckstraat and park your car with due care and consideration to our neighbours and the residents of the street. Thank you.

**Children travelling home alone / walking between school sites:**

The school must receive written permission if you wish your child to either walk home or between school sites at the end of the day. This letter must be sent to reception with a copy for the class teacher and the Head of the School.

Child Safety First – A change in your routine:

If your child is going home with someone else, or there is a change in routine in some way, please inform your child's teacher and school reception by writing a note or by email. Likewise if you are taking your child out of school early, for example for a medical appointment, please inform the class teacher and the school reception.

School Bus Service:

The School bus is currently available for children living in Amsterdam and Amstelveen. This is a door-to-door service that enables children whose parents are not able to bring them to school or collect them, to attend our school. Please refer to our 'contact us' section for further details.

School Security and Access:

Our school is protected with 24 hour CCTV surveillance system. All our school entrances are accessed with a security code. In order to ensure only parents, guardians, pupils and staff enter the school premises, please be vigilant in closing the entrance door behind you, particularly during drop off and collection times. Please do not hold the door open for anyone following behind you who you do not know. Together, we will be able to keep our children and members of the school community, safe.

Absences:

Attendance at school is extremely important. Absences must be kept to an absolute minimum in order to ensure success in school. Parents are requested to call the school between 08.00 and 08.40 if a child is going to be absent on that day. Absences are totalled at the end of the academic year and recorded on the end of year school report.

Lateness:

Please ensure that your child is not late for school. Children who are late for school not only interfere with their own educational development but also with that of their peers. In the event that a child does arrive at school late (i.e. after 08.45), he/she must report directly to the office to receive a late attendance mark in the register. The number of late marks is recorded on each child's end of year school report.

Absence for a Holiday / Social Events / Family Gatherings:

It is important that, when parents contemplate taking their child out of school, they make every effort to arrange it to coincide with the holidays appearing on the school calendar. Teachers will not provide work for children who are absent from school outside the holiday period unless there are mitigating circumstances (illness / hospitalisation etc). Simply asking teachers for work does not offer your child the best learning experience. Returning to school after an extended absence can be difficult for children, and it puts them at a disadvantage in relation to their peers who attend regularly. If you do take your child out of school during term time you are kindly requested to complete a 'Leave of Absence' form. Forms are available at reception.



Use of the Playground:

Out of respect for our neighbours, the **playground must be vacated by 16.00 each day**. It may however be used up to this time by our children, **with parents' supervision** as long as:

- the facilities are not needed by the school for an extracurricular activity
- children are supervised at all times by a parent or guardian.
- the supervising parent or guardian accepts full responsibility for the safety and welfare of his / her child whilst on the premises.
- school equipment is not used.
- the 'Apparatus' and 'Pirate Ship' areas may be used, but the 'Ball Game Area' and 'Quiet Zone' must be kept clear until all children have been collected at the end of the day (please note that the Apparatus equipment is used by Y2 in the Spring and Summer Terms but not in the Autumn term due to the heightened risk of injury).
- please be aware that our equipment has been designed for use by our children from 6 to 9 years of age. **We do not recommend that younger children use the equipment due to the increased safety risk. Thank you.**

Change of Address and Telephone Number:

In order to keep our contact information up-to-date, please inform the office immediately if your address or telephone number changes. This information will be needed to contact you in the event of an emergency.

Visitors to the School:

Visitors to the school, including parent helpers, must sign in and out at reception and wear a visitor's badge at all times while they are on the premises. It is important that this procedure is followed as the visitors' book is used as a register during fire drills.

FOOD / LUNCHTIMES / SNACKS:

Healthy Snacks:

Please provide your child with a healthy snack for morning break. We strongly suggest that this be a piece of fruit or similar to support us in promoting a healthy diet. Please also provide a small water bottle which can be used by your child throughout the day. Please refrain from giving your child sweets or sugary drinks and snacks. Carbonated drinks are not permitted. The children at the Junior School have a healthy eating tuck-shop each morning break which sells fresh fruit and biscuits. The tuck-shop is run by the children. All children, if they wish, may purchase a healthy snack to eat during their morning play. The school provides milk for all those children who wish to have it. If your child does not drink milk, then please provide an extra drink.



Packed Lunch:

All children should be provided with a packed lunch each day, which they eat in the classroom under the supervision of their class teacher. Please note that the school does not have the facility to cook or reheat children's lunches. Please refrain from sending your child with glass bottles.

NO NUTS – Our school is a 'NO NUT ZONE' we have many children with serious allergies to NUTS. All food (snacks / school lunches etc) on the school premises MUST NOT CONTAIN NUTS – Thank you!

Allergies:

Please inform your child's class teacher and reception if your child suffers from any allergies. This is in addition to completing the medical form as part of the enrolment process. Long-term medicines need to be put in a named container and handed to the class teacher. Please be aware that a number of our children do have allergies and we therefore ask that food items brought into school to be shared with others do not contain artificial colours, flavours or sweeteners. We have some children with a very serious allergy to nuts, and therefore our school is 'nut free'. Food items with nuts in them are not to be brought into school. Thank you.

Birthday Party Policy:

It has become a strong aspect of the school to acknowledge and celebrate a child's birthday or departure from school. For various reasons, including medical and cultural, it is requested that, if your child should wish to celebrate his/her birthday or departure from school, they bring either a biscuit, a piece of fruit or a simple **plain** cake – there are children with severe nut allergies in school so no foodstuffs should contain nuts. **No party bags, sweets or lollipops should be supplied.**

In addition, whilst the school respects that it is not realistic to invite all children within a class or year group to a birthday party, we do ask that if distributed at school, invitations are handed out with due discretion and consideration to all children in the class. Please do not ask class teachers to hand out invitations to the children unless there is one for every class member. Teachers should not be put in the position of explaining to some children why they are not invited to a particular party.

Medication / Illness:

Administering Medicines:

If your child requires any prescribed oral medication during the course of a school day, you are required to complete a 'Medication Administered at School' form which you will find on the notice board outside your child's classroom. By signing the form, you are giving your consent that the teacher may administer the medication on your behalf.



Illness / Sickness:

If your child is sick or poorly during the school day he/she shall be assessed by one of our first aid trained staff. If we feel it necessary, we shall ask you to collect your child from school. If your child is sick at home or is showing the symptoms of being unwell in the morning, please do not send him/her to school, but contact us to let us know you are keeping him/her at home until he/she is feeling better. Children must stay at home for at least 24 hours following any sickness, this helps to contain any viruses or illnesses that are in circulation.

School Uniform:

All children are expected to wear uniform from the list below. Should a child not be wearing the correct uniform, a standard letter will be sent home indicating which item of clothing does not comply with the requirements. Denim is NOT allowed. The school has a range of uniform items, which are on sale each Thursday morning from 9.00am to 11.00am at the Junior School reception. A full list is given below and, though it is not necessary to purchase all items of clothing listed, it is compulsory to wear a full uniform at all times.

Uniform requirements for boys:

- Navy blue school polo shirt
- Navy blue school sweatshirt
- Navy blue school jogging suit
- Dark grey school trousers/shorts (or navy blue as an alternative)
- Navy blue or grey socks
- Black, blue or brown smart shoes (NOT trainers)

Uniform requirements for girls:

- Navy blue school polo shirt
- Navy blue school sweatshirt
- Navy blue school jogging suit
- Navy blue school tunic
- School summer dress
- White or navy blue socks or tights
- Black, blue or brown smart shoes (NOT trainers)

P.E. Uniform:

All children are issued with a bag in which to store their P.E. kit. Children in Year Two may wear a plain white t-shirt and navy blue shorts but by the start of the summer term they will be expected to wear the kit listed below.

P.E. uniform requirements:

- Burgundy school polo shirt
- Navy blue school shorts
- Navy blue school jogging suit
- Plimsolls or indoor trainers **AND**
- Trainers for outdoor activities



Lost Property:

Please ensure that ALL items of clothing are clearly named, as this ensures that, if found, the item can be returned to your child. A lost property box is located in the reception area. Towards the end of each term all items of lost property will be displayed in the 'tunnel' to be claimed. Each term there is a coffee morning during which items of unclaimed school uniform will be sold. At the end of each academic year, all unclaimed property will be donated to local charities.

GENERAL INFORMATION

Cloakrooms:

Please ensure that your child wears a coat to school and, in times of cold weather, also has a scarf, hat and gloves. The children are responsible for their own belongings and we would appreciate it if parents encourage their children to hang up their own coats and put away their lunchboxes etc. in the space provided rather than doing it for them. Please encourage your child to keep the cloakroom areas tidy.

Fire Drill:

Fire drills occur on a half-termly basis and at various times of the school day. Registers are taken every morning and afternoon and are kept in the school office. In the event of a fire, the school secretary will hand registers to the class teachers as the building is being evacuated. Directions regarding the nearest exit and assembly points are posted in each classroom and teaching area. On hearing an alarm, please evacuate the building and wait together on the Jan van Eijckstraat where visitors will be checked against the entries in the visitors' book.

Recycling:

The school has a positive attitude towards recycling. In order to make it as easy as possible, each classroom and office has a separate crate that is purely for paper rubbish. We trust that you will support us in this project.

Coffee Mornings:

All parents are welcome to join the 'themed' coffee mornings that are held at the Infant School every Thursday morning. Should you have any ideas for topics of discussions, or wish to help, please contact the receptionist at the Nursery/Infant School. Please note that you are under no obligation to purchase or order any products from representatives, speakers or salespeople.

Charity Projects:

For many years now the school has been raising money for charity. The school chooses a project for one term or longer and these are often suggested by families or members of staff who have a particular interest in a project. A number of charity events occur during the academic year. Please refer to the 'events calendar' for more information.

Toddlers:

All parents with children under school age are welcome to join the Toddlers Group which meets at the Community Centre twice weekly. Please ask at reception for the scheduled times of the Toddlers Group for this school year.

**Retention:**

The school believes it is best to place each child in the year group with all others who celebrate the same birthday within the academic year. Occasionally academic or developmental issues question the appropriateness of a child transferring to the next year group at the end of the academic year. After careful consideration the school may advise that the child would benefit from repeating a whole year.

Staff Absence:

It is possible that during the year your child's teacher may be absent from school due to illness or he/she may be attending a course for professional development etc. During such times another teacher will teach your child's class. To ensure continuity in your child's education, the 'supply' teacher will follow the planning that has been prepared by the class teacher.

PUPIL BEHAVIOUR and WELFARE:**The School Code of Behaviour:**

Without parental support and involvement in matters of discipline, the school would have great difficulty in helping children with behavioural problems. In the event of major discipline problems, the Head of School will consult with parents and involve them with the relevant staff in dealing with the matter. In the event of a child damaging property intentionally that belongs either to school or to another pupil, a charge of replacement may be levied. However, the school does not accept responsibility for personal items lost on the premises.

We expect children to adhere to the following code:

- Treat other people as you would want them to treat you
- Respect and be courteous to ALL people equally
- If you cannot get along with someone then avoid being with them
- Toys should not be brought to school unless authorised by a member of staff
- Lollipops, chewing gum and bubble gum are not allowed
- Matches, knives, toy guns and other similar objects are not to be brought to school
- Mobile phones are not to be brought to school

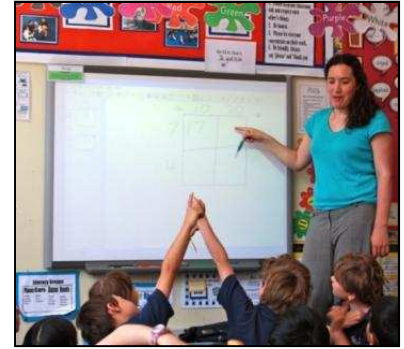
All children, staff and visitors to the Lower Junior School are asked to follow our 3 simple school rules

- **Look after yourself**
- **Look after each other**
- **Look after our school**

Anti-Bullying Policy Statement:

We define bullying as the deliberate attempt by individuals or groups to frighten, isolate, intimidate and persecute those weaker and less powerful than themselves.

Therefore we will not accept any form of physical or verbal aggression on the part of anyone connected with the school. We do not consider derogatory or sarcastic comments that are related to a person's race, faith, culture, gender or sexual orientation to be either amusing or acceptable. Neither do we condone the behaviour of anyone – teacher, parent / carer or pupil – who attempts to use superior strength or intellect to intimidate or belittle others.



However, we wish to stress that it is the bullying behaviour that is totally unacceptable and not the person themselves. We will make every effort to work with the bully to help him/her empathise with the victim and modify his/her behaviour.

Every incident of bullying behaviour will be recorded as a matter of course and the appropriate action to support the victim(s) and discipline the bully or bullies will be instigated. Parents/guardians will be informed immediately of all serious incidents involving their children.

Sanction Options

Various options are used in school to ensure children adhere to our code of behaviour. Inappropriate behaviour may be brought to the notice of peers. Correct behaviour is also praised in the same way.

Sanctions may include:

- Positive personal encouragement to prevent further action
- Removing the child from the table or problem area and speaking one to one to identify the problem. Allowing the child to return if a promise is made to improve or modify behaviour
- Removing the child from the group to work on a different table or alone
- Warning of further action to be taken and carrying out as appropriate i.e. 'Time Out'
- Removing the child to outside the classroom
- Sending the child to work in another class for an agreed time
- Loss of playtime privilege
- Working outside the Head's office
- Informal chat or note in reading folder to parents
- Speaking to parents officially. Keeping a record on '*Record of Home/School Communication*' sheet Working out behaviour programme linked between school and home.

Playground Rules:

The playground has been divided into zones, each with three specific simple rules, designed by the children and reviewed bi-annually. These rules are posted in each zone. All equipment must be kept in the designated zone. Full sized, hard or leather balls are not permitted. On a rota basis, different year groups and house teams will be using different zones. These playground rules are based on common sense to ensure that all children benefit from using and enjoying the outside areas. Safety is our utmost concern. Children are encouraged to respect themselves and each other.

These generic ‘Playground Rules’ are displayed in each classroom as well as the playground itself:

We play together and we look after one another.
We respect the grown-ups on duty.
We let other children get on with their own games.
We stand still when we hear the signal and walk sensibly to our teacher.
We put our litter in the bin.



Houses and House Points:

Children in each class at the Junior School are placed in one of four colour houses, named after planets in the solar system (Mercury / Jupiter / Neptune / Venus). Teachers award house points to children for good work, attitude, behaviour and effort. Each week the points are added together and the scores are recorded on the house points chart. At the end of each term, the house with the most points is awarded the termly shield.

Friendship Benches:

There are friendship benches situated around the Junior School. Other pupils who see children on the bench are encouraged to ask them to join in their games.

Lower Junior School Assemblies: Assemblies are held each week:

PSHE / SEAL ASSEMBLY: This assembly provides a good opportunity to come together as a school at the beginning of the week. It covers themes that relate to our Social and Emotional Aspects of Learning Programme, as well as celebrations and stories from around the world. The assemblies are run by members of staff on a rota basis.

CLASS ASSEMBLY: Every class will present two class assemblies per year. Parents are warmly invited to these on a Wednesday and it is an opportunity for the class to share and celebrate its achievements.

SINGING ASSEMBLY: This takes place each week. The children learn a wide variety of songs to perform in assemblies and at special events.

ACHIEVEMENT ASSEMBLY: To celebrate the achievements of the children throughout the week, we have a whole school achievement assembly at the end of the week. Each class will select ‘stars of the week’ to receive a certificate. These can be awarded for excellent work, behaviour, effort etc.

Library Facilities:

The Lower Junior School has two well-stocked lending libraries for children to use: a fiction library on the ground floor, and a non-fiction library on the first floor. There is also a reference library on the first floor for use in school only. Our libraries help the children to develop the skills of reading both for pleasure and information. They also stock a range of non-book materials e.g. CDs, videos and magazines suitable for children of all abilities. The libraries are catalogued and the computer programme “Junior Librarian” by MicroLib controls the borrowing and returning of books. Each child is registered as part of the Junior Librarian program. They can borrow or return books by scanning the barcode on the book and their thumbprint.

Children may use the libraries, with their parents, before and after school. Each class has timetabled library sessions. Children can borrow up to two books at any one time. The school expects the children to respect the books and resources in the library and to treat them with care. Children in the school may choose to become librarians and have a specific responsibility for caring for the library. Please support these children by leaving the library tidy after you have visited it and by ensuring that all books have been returned to the correct shelves. Please note that the big books, videos and CDs may not be borrowed, as they are a teaching resource.



Educational Visits:

During the school year, your child may be involved in a variety of educational visits. Teachers plan these visits carefully to help reinforce ideas and concepts linked to a current area of study. Teachers will have made a recent previsit to check out the site and facilities. School trips, including off-site sports matches and tournaments, will be financed within the standard school fees. Miscellaneous expenses of such trips (e.g. spending money) must be provided from home. A minimum of two teachers will accompany any off-site visit and parent helpers make up the adult: child ratio of 1:5. A first aid kit is taken with the group. The Head of School will have the itinerary and a list of names and contact numbers for all children. Children attending a day trip must wear school uniform.

OUR SCHOOL CURRICULUM:

Our School Curriculum:

In Key Stage One and Two the children develop their subject knowledge of each area of the British National Curriculum. Literacy, Numeracy and Science are given a high profile and a balanced, subject based timetable ensures the coverage of all other subjects. The timetable is flexible in providing additional opportunities to support, develop and extend the children's subject knowledge and understanding. Our aim is to ensure that children receive a well-rounded and complete primary education, equipping each individual with all the skills needed for a successful senior education.

Standardised Assessment Tests (SATs):

The class teacher undertakes continuous assessment of academic achievement. Children are also tested regularly and SATs are currently used in Years Two and Three as a recognised means of determining levels of knowledge, understanding and skills in Literacy and Numeracy. Children new to the school in Year Two and Three are assessed within the first two weeks. This way all children in each year group have been assessed with the same material which helps the class teacher to make sure that each child is given the appropriate differentiated level of work. These assessments are linked with the British National Curriculum and are used as a basis for curriculum development.

Target Setting:

Teachers use on-going assessments to help them identify each individual's strengths and areas for development. Class teachers set individual targets for every child in their class. These targets are agreed and discussed with the child and regularly reviewed throughout the year. Parents are invited to discuss their child's progress at our Parents' Evenings and this gives both home and school an opportunity to raise and discuss issues, agree targets and to work together towards a shared goal for each child to achieve his/her potential. The children, in collaboration with their teachers, also set their own targets on a termly basis.

National Literacy Strategy:

We believe that language is of vital importance. It enables children to communicate their thoughts and ideas and make sense of written and spoken language in all its forms. As a core we use the framework of the National Literacy Strategy (NLS), part of the Primary Strategy for England. Teachers plan a range of differentiated, stimulating and exciting activities to cater for the needs



of each child in their class. This includes children for whom English is an additional language (EAL), those who require learning support (LS) and those who are working at a higher ability level than their chronological age group. The **NLS Summary of the Range of Work for Each Term** and a breakdown of the **NLS Technical Vocabulary List** relevant to your child's year group can be found on our school weblog.

English as an Additional Language (EAL):

When a child arrives at our school with little or no knowledge of the English language, he/she is provided with additional English lessons from specialist EAL teachers in addition to the support and differentiated activities provided by the class teacher. Firstly we aim to instil confidence in the child to enable him/her to use English words, phrases and sentences. These are very basic to begin with and are relevant to everyday life in the classroom. We also aim to increase the child's knowledge of spoken and written English. The specialist EAL teacher withdraws children to work in the EAL room or, when appropriate, supports them during lessons in the classroom. Diverse activities and stimuli are used to inspire and encourage conversation. These include a wide variety of language games, crosswords, comprehension schemes, cassette tapes, CD ROMs, pictures, role-play and an extensive variety of books. Generally the groups are small to ensure that each child receives as much attention as possible from the EAL specialist. As each child becomes more confident and competent in the speaking and comprehension of English, his/her lessons progress to the reinforcement of the more complicated grammatical concepts that are taught in class.

A list of words that your child may find helpful to know if he/she has just joined the school and, as yet, does not speak English can be found from the curriculum link on our weblog.

National Numeracy Strategy:

Our main aim in mathematics is for each child to achieve his/her potential, to attain the basic skills and concepts in mathematics and to develop the insight to apply these skills in a variety of situations. Teachers plan a range of differentiated, stimulating and exciting activities to cater for the needs of each child in their class. This includes children for whom English is an additional language (EAL), those who require learning support (LS) and those who are working at a higher ability level than their chronological age group. The **National Numeracy Strategy (NNS) Key Objectives** and the **NNS Mathematical Vocabulary Checklist** relevant to your child's year group can be found on our school weblog. The NNS is also part of the Primary Strategy for England.

Science:

The science taught at the school is based on the UK Qualifications and Curriculum Authority (QCA) programme of study. The topic units within this programme allow the children to develop their knowledge and understanding of important scientific ideas. We encourage children to participate in practical science activities as this greatly increases their understanding of the subject. These activities also enable the children to develop their investigational and observational skills. The children are taught how to use precise technical and scientific vocabulary. You can find a list of this vocabulary on our school weblog.



Information Communication Technology:

Using the Computers - In the Lower Junior School, children are taught Information and Communication Technology both as an individual subject and as part of the general curriculum. Each class has lessons in our fully equipped ICT lab. Each child uses a variety of online and specific software through which he/she is taught skills including word-processing, communicating information through database and spreadsheet packages, multimedia applications and Internet use. These skills are then transferred into the classroom, where children are encouraged to use ICT tools to enhance their work in other areas of the curriculum, for example research in history, using spreadsheets to solve Maths problems, presenting work in Literacy and making a database for a science topic.

Children are exposed to a range of other computer hardware such as digital cameras, video cameras and microscopes, Roamers and NEO portable computers which are used as a tool to enhance word-based activities. Although children are encouraged to become independent and confident in their own ability when using equipment, the school also recognises that it is important for children to be safe when using the computers, particularly when looking at the Internet. For this reason children are not allowed to use computers in the classrooms or lab without permission from a member of staff.

Interactive Whiteboards – Interactive whiteboards are installed and used daily in each classroom to stimulate and enhance teaching and learning throughout the curriculum. The children benefit from experiencing a wide range of different activities on the interactive whiteboard. They are used as a teaching tool with the whole class, as well as in differentiated group activities.

Social and Emotional Aspects of Learning:

The school actively promotes and teaches social, emotional and behavioural skills through the SEAL (Social and Emotional Aspects of Learning) programme. These skills are essential for children to become effective and successful learners as well as enabling them to make and sustain friendships, manage their feelings and work and play cooperatively. During the year you may be asked to work with your child on activities which support the work going on in school.

Weblogs:

Our main communication tool as a school is our **WEBLOG**. This website allows us to keep you up-to-date with all the latest news and events at the school. You can also download and access a wide range of information including letters, curriculum documents and school policies and procedures.

We also use the weblogs to:

- Share children's work with a real audience
- Recommend relevant websites to further develop the children's skills
- Share photos and video of the children in the classroom



PLEASE VISIT OUR SCHOOL WEBLOG AT: www.lowerjuniors.com

Please leave us a message: We have found that the weblogs are most valuable when the whole school community is involved and would appreciate it if you would add comments to the weblog and give the address to family and friends to do the same.

Music and Drama:

Children have the opportunity to take part in a large-scale performance once a year. These performances usually have a musical basis involving songs and dances.

School Choir –The Lower Junior School Choir is open to children in Year Three. The aims of this choir are to foster a love of singing, to develop a sense of team spirit and commitment, to develop basic singing and listening skills, to teach the children how to follow a conductor and to broaden their song repertoire.

Peripatetic Music Programme - Young Musicians BSA:

The school hosts a team of private music teachers who work under the title of “Young Musicians BSA”. These teachers give one-to-one instrumental lessons during, and in some cases after, the school day. Teachers are currently available for piano, violin, guitar, flute, clarinet, saxophone, recorder, all brass instruments, and drums. The age at which your child can begin learning an instrument often depends on his/her size and maturity. In general violin and recorder lessons are available for children from Reception age. Piano lessons are available for children from Year Two onwards. Guitar lessons are available from Year Three. However each case can be very different and you would be advised to speak to the instrumental teacher concerned about your child's suitability. Many of the teachers have waiting lists so you would be advised to get in touch with them as early as possible to avoid disappointment. The teachers offer 30 lessons per school year at a charge of 660 euros, 22 euros per lesson.

For further details please contact one of the teachers named below:



Piano	Carole Spencer	020 453 6589	icd_spencer@hotmail.com
Piano	Aspasia Nasopoulou	06 2493 9324	aspnas2000@yahoo.nl
Piano	Hee-Seung Choi	06 4117 6645	choimode@gmail.com
Piano	Jasna Velickovic	06 1452 8993	jvelickovic@yahoo.com
Guitar	Morgan Grossman	06 4139 7714	morgangrossman@hotmail.com
Guitar	Tony Chapman	06 2466 9439	tonychapman.artmusic@gmail.com
Recorder	Francesca Thompson	06 4992 7376	francescathompson@gmail.com
Flute	Carole Spencer	020 453 6589	icd_spencer@hotmail.com
Clarinet & Saxophone	Leo Koster	020 671 6797	lexdura@online.nl
Brass	Emile Meuffels	06 2334 6080	e.meuffels@gmail.com
Violin	Isabel Watson	020 320 3239 06 5094 0668	Isabel.watson@gmail.com
Violin	Sabine Poiesz	06 3083 6021	sabinepoiesz@hotmail.com
Drums	Thorwald Jorgensen	06 8107 9310	thorwaldjorgensen@hotmail.com



When your child begins his/her private instrumental lessons you will be asked to sign a contract agreeing to the conditions laid out by the Young Musicians BSA. This is a private agreement between parent and instrumental teacher. The British School of Amsterdam accepts no responsibility for any issues concerning the Young Musicians BSA. It simply provides, where and when possible, teaching spaces for private instrumental lessons. All queries should be made directly to the instrumental teacher concerned.



Swimming:

Children go swimming from Years Two to Six. Teachers fill in a swimming register prior to leaving school and numbers are checked before and after the lesson. The responsibility for the teaching of swimming rests with the qualified instructors at the swimming pool. Class teachers will walk around the poolside to monitor behaviour, give encouragement and observe all the children from their class who swim in different swimming groups. Swimming will take place every Tuesday afternoon for half of the academic year. Each child must be provided with a named swimsuit and towel in an easily recognisable bag. Swimming is part of the P.E. curriculum and therefore not an optional activity. Children who are unable to attend swimming for whatever reason must be collected from school by their parents.

Special Educational Needs:

Learning Support The British School of Amsterdam is ‘non-selective’ and provides the support needed for children who have a range of specific educational needs. We have a full-time Learning Support Coordinator (LSCO), and a part-time Learning Support teacher and a coordinator for Able, Gifted and Talented children (AG&TCO). These teachers are involved in identifying children who require learning support, providing relevant assessment, supporting other members of staff, liaising with parents and outside agencies, and working directly with pupils. An English speech therapist works at the school and we also have close links with a Child Psychologist, an occupational therapist and school doctor.

Able / Gifted and Talented Programme:

We acknowledge that some children are academically gifted or talented. These children are often working above the standards expected for their chronological age group. Children who display characteristics of gifts or talents are identified early by the school and are then supported in the further development of their skills.

Provision for able, gifted and talented children takes a multi-dimensional approach. Some children can be extended in their learning through class-based differentiation. Other children may be given the opportunity to work in extension groups where learning has a higher-level focus and a quicker pace. There are also opportunities for children to participate in enrichment lessons, taught by the Head Teacher. These sessions are designed to teach and apply higher order thinking skills

Home / School Communication

Reports:

Each child will be given a full written report towards the end of the summer term. The report is prepared by both class and specialist teachers and details the child's work and achievement in every area of the curriculum.



Parent/Teacher Meetings:

Parents' Welcome Meeting: This meeting is held at the beginning of the year and is an opportunity to hear about the school and its developments for the year. All parents are invited and are encouraged to attend. It is not just for those parents who are new to the school. The meeting provides an introduction to all the teaching staff within your child's year group and an opportunity for teachers to explain their aims and objectives for the term and forthcoming academic year as well as to cover some very general Year Group issues.

Individual Parent Consultations (autumn and summer): These individual parent/teacher consultations provide an opportunity for both teachers and parents to raise issues, agree targets and to discuss children's progress.

Open Week and Open Afternoons:

This week takes place towards the end of the first half term and provides an opportunity for parents to observe their child's class during a normal working day. Our Open afternoons also allow you to share in the learning that your child has acquired in the Spring Term.

Parental Involvement:

We actively encourage parental involvement. We believe that, by becoming involved, parents will:

- find it easier to visit the school to talk to teachers and the Head of School
- have a greater appreciation of the school's educational objectives
- feel involved with the education of their child and derive personal benefit from their involvement with school activities
- take greater interest in their children's education
- have a deeper understanding of the modern educational methods in use in the school

Parental involvement could include:

- being a class parent coordinator and representing the parents in your child's class
- assisting with the supervision of the children on school visits and outings
- assisting in the school libraries, covering and cataloguing books etc.
- helping with craft work and cooking under the supervision of the class teacher
- helping generally in the classrooms and assisting with specialist knowledge, e.g. parents from different cultural backgrounds being encouraged to give talks to the children
- assisting in making costumes and props for annual productions
- active involvement in current school projects such as maintaining the garden areas
- Parents have the opportunity to register as a parent volunteer and record any special skills they might wish to offer to the school. The school uses this database to approach parents to help with specific tasks

Concerns:

The School has an open door policy and whilst it provides formal times to meet with parents, you are encouraged to speak on a more informal basis with the class teacher whenever you have questions or concerns. From time to time, you may be concerned about your child's experiences at school, whether these are of an academic, social, emotional or other nature. If you think your child may be experiencing problems, it is best to contact the class teacher as soon as possible. If this first step of class teacher contact has not sufficiently solved the problem, then the next logical step is to contact the Head of School. Ultimately, if the situation has not been resolved, the matter may be brought to the attention of the Principal. Also, if there are any changes in circumstances at home or elsewhere outside school that may affect your child's behaviour or attitude, please inform the class teacher.



If you have a financial question, your point of contact should be the Business Manager. If you have a question regarding the School Bus service, you should contact the Principal's Secretary.

Homework:**Reading at Home:**

We ask you to encourage your child to read a wide variety of books, magazines and newspapers as often as possible. Listening to children read is essential to aid reading development. Part of the importance of this activity is the opportunity it provides for a child to enjoy the uninterrupted time and attention of an adult. Since such time is very precious, it needs to be used so that the children will benefit from the experience.

Remember that reading time can involve you reading to your child, reading with your child or listening to your child read aloud. Children must also experience opportunities when they are expected to read silently and with sustained concentration. After such reading times it is a good idea to encourage your child to summarise what they have read. Avoid the temptation to interrupt when your child makes an error. However, do intervene if the meaning is being lost. Give him/her the opportunity to self-correct errors and attempt new words. When a child comes across an unfamiliar word, he/she can read on to the end of the sentence to help put the word into context, or sound out the word. It is a good opportunity to use the THRASS charts if you have them at home.

The children are also expected to discuss their reading material: for example their choice of book, plot summaries, identifying characters and their traits, expressing opinions and preferences, making predictions, writing a book review, making their own book, responding to your questions or drawing an illustration all help to extend and develop the reading process. However, be careful not to destroy the pleasure of reading by an over analysis of each text.

In class, the teacher listens to children reading in a variety of ways – through whole class activities, small group work and reading class novels. At the beginning of the year the teacher will try to listen to each child read as often as possible in order to assess his/her ability and areas that need development. As the year progresses the children who are fluent in their reading will be listened to less often by their teacher, but will be given time to read quietly and with focus. Reading comprehension is a big part of the literacy curriculum in class as well as for homework. Children who

still find reading difficult, and those with English as an additional language will continue to be listened to regularly until the teacher feels they have attained enough skills to read freely.

As children become confident readers, they are weaned off the structured concept of a reading scheme and begin to select their own books from our 'Bridging Library'. Once they have demonstrated to their teacher that they are making informed choices of their reading material and reading a range of fiction / non-fiction / genre etc., they will be classed as a 'Free Reader' enabling them to select reading material from anywhere in school.



Homework in Year Two and Three:

Our homework approach is being updated for this new academic year and further information will be sent out at the start of the year to all parents.

Class teachers explain homework procedures in more detail at the Parents' Welcome Meeting at the start of each academic year. If you have further questions regarding homework, you should discuss these with your child's class teacher.

SCHOOL CONTACT INFORMATION:

Lower Junior School
The British School of Amsterdam
Jan van Eijckstraat 21
1077 LG Amsterdam
The Netherlands
Tel: +31 20 67 93 060
Fax: +31 20 66 21 390



Useful Email Addresses:

General enquires about the school: info@britams.nl

Fees / Admissions / Registration: info@britams.nl

Do you have a worry or concern? Let us know!

If you have any questions, queries, worries or concerns about your child at the Lower Junior School, we prefer to discuss these informally face to face, so please contact us using the details above to make an appointment to see your child's class teacher. Alternatively, please visit us before or after school to see how we can help.

If you are unable to visit the school to discuss an issue face to face, please contact us by email using the most appropriate contact person below:

General Lower Junior School Enquires:	Ms Annie van Schooneveld	info@lowerjuniors.com
Head Teacher – Lower Junior School:	Mr Chris Pritchard	head@lowerjuniors.com
Deputy Head Teacher / Year Three:	Ms Lynn Welsh-Boucard	deputy@lowerjuniors.com
Year Group Leader for Year Two:	Miss Claire Williamson	year2@lowerjuniors.com
Year Group Leader for Year Three:	Mrs Christine Rogers	year3@lowerjuniors.com

(Please note that Ms Welsh-Boucard, Mrs Rogers, Miss Williamson and Mr Pritchard all have teaching commitments. There may therefore sometimes be a delay in responding to an email if they are teaching during the day)

Thank you for reading our handbook. We hope you have found it useful and informative. To ensure that our information is kept up to date and accurate, information about our school curriculum, timetables, school events etc will be added to our school weblog.

Please visit: www.lowerjuniors.com each day for the latest information.

Thank you!