

THE JUNIOR AND SENIOR SCHOOL

The Junior School (Primary School)

-

INTERNAL REGULATIONS

2023 - 2024

Educating since 1944

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1. Introduction: School Mission and Aims

The Junior and Senior School (TJSS) aims to provide for its pupils an excellent, innovative, creative and all-rounded education that enables them to realise their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community.

TJSS offers top-class facilities on two sites, the Junior School site for Early Years and Primary Education (which are different type schools) and the Senior School site for Secondary Education (which is a similar type school), operating in beautiful grounds with modern, state of the art facilities fit for 21st century learning, including well-equipped classrooms, sports grounds and recreational areas as well as, at the Senior School site, science laboratories, drama and music studios and a swimming pool.

TJSS is an all through school that follows the National Curriculum for England with a continuum of education from Early Years through to the Sixth Form for children aged 2-19. The Principal has an oversight of both sites, while the Junior School Head Teacher is responsible for Early Years and Primary Education. Over 800 children attend the long-established Junior School and 600 the rapidly expanding Senior School. The medium of communication is the English Language and therefore all our students irrespectively of their home languages develop an excellent knowledge of English.

Educating international and Cypriot children since 1944, the school is highly accredited by the Independent Schools Inspectorate. Regular inspections are scheduled and members of staff, the management of the school, as well as its governors undergo regular training to ensure clarity of strategy and goals and efficient monitoring and addressing of current and future educational needs. Inspected in October 2016 by an International Independent Schools Inspectorate (ISI) the school achieved high levels of praise for its work and a recent inspection at the end of 2019 also saw the school being found compliant and successful in all areas judged.

2. Start of the School Year and Pupils' Enrolment

The school year for pupils begins on Thursday 7th September 2023 and ends on Friday 21st June 2024.

The School Year is divided into three terms: Autumn, Spring and Summer.

Autumn Term: Thursday 7th September to Wednesday 20th December 2023 inclusive

Spring Term: Monday 8th January to Friday 26th April 2024 inclusive

Summer Term: Monday 13th May to Friday 21st June 2024 inclusive

Start of the School Day:

Years 1 – 6: there are members of staff outside on duty from 7.00am onwards.

The whistle is blown at 7.45am and KS1 and KS2 children then enter the school building.

Lessons begin at 7.50am for all year groups.

End of the School Day:

Years 1 – 6: school ends at 1.25pm

Supervision:

An After School Club is offered to Y1-Y6 children from the end of the school day and until 4.30pm. This is an additional cost to the parents.

Enrolment (Admissions)

The main points of entry into the school are in the Early Years, Reception and Year 7 although places are sometimes available in other year groups, subject to space. As an all through school, most of our students transfer from our Nursery and Year 1 is not a main point of admissions.

Application Process:

The stages of our application process are as follows:

- Online application form completed by the parents and submitted to the school
- Application processed by the Admissions team
- Assessment Process begins with consideration of:
 - School report from the candidate's current school
 - Character Reference from the candidate's current school
 - Interview
 - Assessment Examination results
- Letter of Offer
- Payment of the Development Fee and Pre-payment
- Signing of Fee Contract and submitting a fee clearance letter from their previous school

If a student leaves our school before completing the primary phase, the Registrar informs the Ministry of Education.

For further information please see our Admissions policy.

3. Age range of pupils for the purposes of enrolment and attendance

The School takes the applicant's age before the 1st of September to determine qualification for entry at:

- Year 1: 6 years old
- Year 2: 7 years old
- Year 3: 8 years old
- Year 4: 9 years old
- Year 5: 10 years old
- Year 6: 11 years old

Children are between 11 and 12 years of age by the time they leave the primary school.

Any deviation from the above age groups is considered only if an applicant is transferring from a different educational system to ensure continuity or for particular academic reasons. Written permission may be required from the Ministry of Education, Culture, Youth and Sports for a placement in a chronological age group other than the one specified in the official guidelines.

4. Pupils' Transfer

Please refer to Admissions Policy

5. Pupil's Promotion

Students completing Reception at our Nursery at the Junior School usually continue to our primary phase, however they need to apply for admittance into the primary school and there must be no pending fees and the prepayment must have been paid. In addition, there needs to be no reports of improper behaviour and parents, and students need to have **adhered to the school agreement** as per the student planner.

Students already enrolled at The Junior & Senior school, upon completion of Key Stage 2, may progress to Year 7 upon payment of the prepayment fee, by the set deadline date provided by the school, if they: have successfully completed the Year 6 program (and satisfy the requirements as set in Year 4 and Year 5) and have no pending fees as well as a good track record of fee payments and behaviour.

6. Transcripts, School Leaving Certificates and Other Forms

At the end of the autumn term and the summer term each student receives a report card with information regarding their academic, social and behavioural progress. Year 6 are issued with a primary school leaving certificate which recognises the number of years attended. Students in Year 1-5 will receive a certificate of promotion.

7. Repeating a Year in Special Cases

From Year 1 to Year 6 students are automatically promoted to the next year, unless there have been extended absences or it is considered in the best interests of the student to repeat the year. This rarely happens but if students are asked to repeat the year the parents will be informed well in advance and it will be in agreement with the parents.

8. Termination of School Attendance

If a student leaves the school before the end of Year 6, the Registrar informs the Ministry of Education.

9. The Smooth Operation of Schools and Teaching Discipline Measures

TJSS reviews and updates regularly a series of policies that regulate the smooth operation of the school and specifically:

9.1. The Mutual Respect Policy

TJSS aims at all times to maintain harmonious relationships across the school community and the purpose of the Mutual Respect Policy is to delineate the framework within which any issue arising can be resolved in a calm and professional manner. This policy and the Parents/Guardians Code of Conduct govern parents/guardians' relationship and interactions with the school staff and students throughout the school.

9.2. Communication with parents

We believe that open, constructive communication between school and parents is the best way to support students and ensure that he or she makes progress. The school is very successful in providing detailed and regular feedback to parents about the progress and emotional situation of each child.

Communication between parents and schools can be a challenge, but please be reassured that everyone wants what's best for the child; at times it can be difficult for a teacher to get a piece of information across because of the emotional involvement of the parent: this is an art rather than a science!

As well as our policies which are available on our website, in the front of each students' planner is a home/school agreement which the parents are expected to sign.

9.3. Preparing for Primary School

The transition of children from Nursery to Primary School is considered one of the most critical phases of childhood. A smooth transition is crucial for their healthy psychosomatic development, socialisation, and academic development. Nursery has a key role in helping children develop a positive attitude towards primary school which contributes to their smooth adaptation. Parents should aim to ensure that the first days of school are as positive as possible and with a clear routine which supports the whole family.

At the beginning of the school year, parent information evenings are held, giving important information about the school year and this information is also sent to the parents as an induction pack.

During the year, teachers are encouraged to make contact with parents either by email, iSAMS, through the 'contact book'/student planner or by making phone calls home. At times parents will also be invited to meet a subject teacher or class teacher as appropriate.

Formal contact between staff and parents takes place twice a year with our parent consultation meetings. They are usually in November and March.

9.4. Being a Student at the Junior School

Students are required to behave in accordance with the school's behaviour policy and internal regulations in addition to the home school agreement. This includes during holidays, after school both within and beyond school premises. If a student commits a disciplinary offence, within or outside the school, depending on the circumstances the student maybe subject to sanctions as described in the internal regulations.

9.5. Uniform and Overall Appearance

BOYS' SUMMER UNIFORM

- Grey Bermuda shorts with elastic band in the back waist
- White short sleeved polo shirt with school logo

BOYS' WINTER UNIFORM

- Grey trousers with school logo
- White long sleeved polo shirt with school logo
- Green V-neck long sleeved pullover with school logo
- Forest Green Fleece Jacket with hood and school logo, zipped mock neck
- Black/White/Grey socks
- Plain black shoes/boots

GIRLS' SUMMER UNIFORM

- White short sleeved polo shirt with school logo
- Grey skirt/skort with school logo
- Green dress with green striped collar and pleats with school logo (ONLY FOR KS1)

GIRLS' WINTER UNIFORM

- Grey skirt with pleat and school logo or skort (a skirt with integral shorts), with school logo
- Grey trousers with school logo
- White long sleeved polo shirt with school logo
- Green V-neck long sleeved pullover with school logo
- Grey pinafore dress with school logo (ONLY FOR KS1)
- Forest Green Fleece Jacket with hood and school logo, zipped mock neck
- Black/White/Grey socks or tights
- Plain black shoes/boots

P.E. UNIFORM

- Dark Grey P.E. shorts with school logo or P.E. skort/cycling shorts/black leggings for girls with school logo
- Short/long sleeved T-shirt in red, yellow, blue or green with school and House logo (ONLY FOR KS2)
- Short/long sleeved T-shirt in dark green with school logo (ONLY FOR KS1)

- Track suit with grey mock neck
- Trainers

OPTIONAL

- Green cap with school logo
- Winter padded coat with school log.

The school uniform supplier is “Drousko” and their shop ‘Classmates’ can be found at 14 Photi Pitta Street, 1065 Nicosia, tel: 2276 1080, e-mail: drousko@drousko.com

Please note that school uniform can also be ordered online at: www.classmates.com.cy

9.6. School Bus Service

There is a bus service whereby parents may enter into contracted agreement directly with the bus provide for a *door-to-door service* to and from the school.

Additionally, a shuttle service is available for morning and afternoon to transport students from the city centre to the Senior School from five different pick-up points around Nicosia (K Cineplex, Jumbo, Satiriko Theatre at Aglantzia, Apostolos Andreas church in Aglantzia and the Junior School).

9.7. Appropriate Use of Technology by Students

School computer use is governed by a School, Parent and Student agreement containing the following rules (for Year 5 & 6 only):

- The student will bring their laplet to school every day, sufficiently charged.
- When charging, the student will have their laplet switched on so that updates can be installed.
- The student will access their device and 365 account with their own login and password, which they agree to keep secret
- The student will not access or try to access another person’s device or interfere with other people’s work or files.
- The student will use the device for schoolwork and homework
- The student will understand that the laplet has predefined policies configured to protect it from becoming unusable and that any attempt to bypass these policies will result in consequences as per the school’s Behavioural Policy
- The student will understand that they are not allowed to install software on the devices (games, chat, social media etc..) without prior approval from school staff
- The student will understand that school staff may request to see their laplet and its contents at any time. The student must surrender the laplet for inspection if asked
- The student will not waste time in school using the device for non-learning activities
- The student will not use the device during breaktimes, unless directed to do so by a member of staff
- When in class and the laplet is not required, the student will put it back in its case or school bag
- The student will not behave in a way that can cause damage to their laplet or other’s laplets, ICT equipment or to software installed
- The messages that the student sends will be polite, responsible and related to school work

- During school time the student will not use any of the functions of the device (chat forums, private messages, camera, Minecraft etc.) for any use except for that requested by a staff member
- The student will not give their home address, telephone number or arrange to meet someone, unless their parent or carer has given permission
- The student will report any unpleasant material or messages sent to them. The student will understand that this report will be kept confidential and will help protect them and other students
- The student will understand that the school may check their files and monitor the internet sites and activities on the device that they use in school

9.8. School Laptops

When choosing the device for implementing 1 to 1 devices for students and staff the main criteria was durability, comfort and enough processing power in order to provide service to the students for their term at the school until they graduate. The device chosen was the Lenovo 300W 3rd Generation laptop with Pencil Touch technology. This is a rugged device, purpose built for the education environment with military-grade durability and drop resistant from up to 75cm. The 360-degree hinge allows the device to be used as a laptop, tent, or tablet for maximum comfort with up to 10 hours of battery life. The devices are used daily in the classroom in various subjects as assistive technology.

9.9. Safer Internet Use

Communication between The Junior School and Senior School (TJSS) and external bodies promotes the wellbeing of pupils at risk or in danger of harm, pupils have a secure awareness of how to keep safe and online. (ISI report 2019)

All students sign an acceptable use policy for responsible use of the internet and parents and students are given guidelines, in accordance with Ministry regulations on the correct protocols for remote learning. On school premises the devices automatically connect to the school Wi-Fi network specifically set up for the student devices. This network is filtered with Cisco's sophisticated Content filter protecting students from undesirable or dangerous websites. Knowing that no content filter is 100% secure, students are taught about safe browsing and how to recognize malicious or suspicious websites. Students are taught about terms like; Phishing, Pharming, Smishing, sensible use of social media and about leaving a positive digital footprint which will not reduce their chances of employment in the future.

9.10. Mobile Phones

Students are not permitted to bring mobile phones into school.

9.11. Discipline, Rewards & Consequences

The Junior School has a Behaviour Policy which is strictly adhered to by all staff.

Our school promotes a positive mindset, positive behaviour and positive encouragement. We therefore reward the children for the way in which they conduct themselves and for their academic achievements. Abiding by the Golden Rules (Key Stage 1) and then the 3Rs: Respect, Responsibility and Relationships (in Key Stage 2) is the foundation of the school ethos in promoting positive behaviour.

Rewards are given in numerous ways from issuing stickers, gems and certificates of achievement in KS1 and House points in KS2 as well as Merit stickers and certificates in Years 1-6. In addition, from Year 1

to Year 4, each week, we have a ‘Star of the Week’ who is chosen for displaying particularly positive behaviour in the class or around the school. Each child is rewarded with a certificate to take home and another certificate which is displayed on a board for the whole school to see.

As the children make their way through the school there is greater emphasis on consequences. These include use of the ‘quiet room’ during a break time, whilst completing a ‘reflection sheet’ which is signed by the child and management.

If all behaviour strategies in response to poor behaviour have been exhausted and if all strategies have failed to succeed then:

- Pupils may be given a target card, where they agree specific targets for each session of the day and reports/messages are given to parents at the end of each day.
- An Individual Behaviour Plan may be agreed by the class teacher and Learning Support Teacher.
- A pupil may be excluded for a fixed period (2 days). (This can only be sanctioned by the Headteacher, or Principal and Board members of the Junior School Committee will be informed)
- A pupil may be excluded permanently. (This can only be sanctioned by the Teachers’ Association, Headteacher and Principal and Board of Governors with the involvement of the Ministry of Education)

Table of offences and sanctions	
Offence	Sanction
Disruption of the smooth running of a lesson or other school events	After school detention or up to two consecutive days internal exclusion depending on severity/use of 3Rs dot system at JS
Late arrival to class	Phase 1 – Report on iSAMS through Registration Module Phase 2 – (after 3 incidents from phase 2) parents contacted at JS in student planner Phase 3 – Assistant Head/YGL informs parents again Phase 4 – Headteacher sends letter home to parents
Leaving school without permission	Up to 2 consecutive days internal exclusion issued by Assistant Headteacher/Headteacher/Principal
False statements – falsification and / or destruction of school Documents or property	Potential fixed term or permanent exclusion: exclusions over 2 days to be referred the Teachers’ Association (and the Ministry of Education in case of permanent exclusion).
Use of mobile phone or other device around school	Phase 1 - Verbal warning. Phase 2 – report on iSAMS/parents contacted at JS
Cheating or fraudulent activity during an examination, submission of schoolwork or school competition	Potential fixed term or permanent exclusion: exclusions over 2 days to be referred the Teachers’ Association (and the Ministry of Education in case of permanent exclusion).
Writing or displaying offensive slogans within the school	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers’ Association (and the Ministry of Education in case of permanent exclusion).
Graffiti or writing on class desks, displays or equipment	Internal exclusion

Arson, burglary, Malicious criminal damage	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion). Parents may be asked to pay for damages/repair.
Fighting (equal blame)	Internal exclusion
Fighting unprovoked attack	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Physical violence of a sexual nature	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Drug use or possession of illegal substances	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Abusive behaviour and / or verbal violence	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Sexual Harassment	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Intimidating or threatening behaviour	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).

Teachers may move directly to a higher phase at their discretion.

9.12. Goods supply outside school

The supply and delivery of goods (e.g. food and beverages) is strictly prohibited from out of school suppliers during school operation. Students are obliged to purchase goods from the school canteen which is inspected regularly by the health services.

9.13. Student Voice & Opportunities for Enrichment

The school promotes the fundamental values of democracy, respect and tolerance of those with different faiths and beliefs. It promotes universal principles which enable pupils to foster self-knowledge, self-esteem and self-confidence, recognise right from wrong, take responsibility for their own behaviour, contribute to the lives of those around them in their community and gain knowledge and respect.

Strategies are employed effectively to ensure that pupils of all ages from Year 1 to Year 6 are listened to and provided with early help and support if needed. Good behaviour is encouraged and pupils are motivated to work and behave in accordance with the school aims, with bullying aiming to be prevented as far as is reasonably practicable.

9.14. Student Voice: The Junior

Children are encouraged to share and promote their ideas in school.

In the younger years, classes have the opportunity to 'show and tell', sharing their enthusiasm for something brought in from home or something which interests them. As the children move through the school, debating and discussion is encouraged through Literacy and drama. In addition, the older year groups present their 'current affairs' weekly, taking turns over the year to share their interests and news stories. These are shared in the class, year group or during an assembly.

Moreover, we have a Student Council who are the representatives of the student body within the school. This includes a member of each class from Years 3-6. An official campaign is launched over a number of days where children promote themselves to their classes, explaining how they would represent the student voice. Once all campaigns have been heard, each class votes for their Student Council Representative.

The Student Council meets along with staff every week to promote certain aspects of school life and to hear ideas from the children. Annual events organised and run by the Student Council include a 'Reduce, re-use and recycle' campaign with a drive to reduce energy consumption, Valentine's Day flowers for the school, Red Cross Easter food collection, and requesting donations for the Turkey & Syrian Earthquake fund. The Student Council also raises money which is redistributed according to the needs of the school and directly benefits the children, for example play equipment for the whole school was bought by the School Council from funds raised. In addition, the Student Council has been at the forefront of a campaign to raise money to provide equipment for our new Forest School.

9.15. The Junior School Anti-Bullying Policy

The Junior & Senior School aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind prevents this happening. Bullying makes people feel unsafe. We seek to provide a secure, positive environment where pupils are entitled to be treated with respect and understanding and to participate in any activity free from intimidation.

As a school, we take bullying in any form very seriously. Students, parents and carers should understand that reporting bullying is essential and be assured that the school will investigate thoroughly whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti-Bullying Policy. Staff and students should receive regular training and reminders about the necessity to be vigilant for signs of bullying and the policy is reviewed on an annual basis.

This policy will be discussed with all new entrants to the school, using age-appropriate language. Both parents and students agree to adhere to this policy by signing the Home School Agreement in their child's planner.

Aims & Objectives

- To build an anti-bullying ethos within the school community.
- To ensure all staff, students, parents and carers have a clear understanding of what bullying behaviour is.
- To ensure all within the school community know and understand the school policy on bullying and feel confident to implement it when bullying is suspected or reported.

- To challenge bullying behaviour and use both counselling and sanctions to deal with it.
- To increase understanding and support for students who are bullied.

What is Bullying?

Bullying is normally identified in cases where three conditions exist:

- a) the behaviour causes harm or hurts another individual, emotional or physical harm or makes them feel unsafe and intimidated because of their gender, race, religion, culture, sexual orientation, ability or disability or any other perceived difference;
- b) Is normally repeated but it can also be a one-off incident (for example in the case of racist bullying);
- c) there exists an imbalance of power (which is why the victim is unable to stop it from re-occurring).

It can be carried out by individuals, or by groups. It can be emotional, physical, racial, sexual, verbal, homophobic, related to Special Educational Needs or disability or a combination of these. It can occur in person or through social media / technology (Cyber bullying). It can take the form of name-calling, threatened violence, actual violence, intimidation, isolation, ridicule, or other actions such as spreading unpleasant stories and gossip, sending inappropriate text messages and/or e-mails or making inappropriate telephone calls, the inappropriate use of the internet/personal websites/blogging / social media. All bullying is designed to make the victim feel threatened, humiliated and unsafe. Bullying is a very serious matter and in both the short and the longer-term bullying can lead to health problems including possible psychological problems for the victims.

Some bullying is physical:

- Pushing, hitting, kicking
- Taking and damaging belongings

Some bullying is verbal:

- Name-calling
- Taunting, mocking, sarcasm

Some bullying is relational:

- Excluding people from groups, deliberately ignoring
- Gossiping, spreading rumours

However, not all negative interactions between students can be characterised as bullying and the school works hard to ensure that students understand the differences between bullying and 'falling out' or arguing.

Cyber Bullying

The Junior and Senior School adopts a zero-tolerance policy towards any form of bullying, including Cyber bullying.

By Cyber bullying we mean:

Some bullying uses modern technology such as mobile phones, or the internet. This 'cyber bullying' includes:

- Text-message bullying
- Phone-call bullying
- Picture/video clip bullying (via mobile phone or digital camera devices)
- Email bullying
- Chat-room bullying
- Bullying through instant messaging
- Bullying via websites and social media sites
- Taking photos without permission
- Altering photos or videos without permission
- Online bullying whilst gaming
- Sexting

According to the Ministry of Education Guidelines, cyber-bullying which occurs outside of school is deemed not to be the responsibility of the school. In such instances, parents will be informed, and the school will contact the Cyber Ethics Department of the Cyprus Police Force who will carry out further investigations. However, if the cyber bullying impacts on a student's life in school, then the School may take measures to protect that student and impose sanctions against the offending student(s).

Preventing Bullying

The Junior School is fully committed to minimising the incidents of bullying through the following means:

- Commitment of staff and students to reporting incidents.
- Regular staff training on anti-bullying and anti-racism.
- The school's PSHE programme, including an annual Anti-Bullying week to raise awareness.
- Dealing with incidents discretely, effectively and timely.
- Clearly specified sanctions and consequences, which are made known to the whole school community.
- Informing parents and other appropriate individuals.
- Following up on incidents to ensure there is no recurrence.

It is expected that everyone in the school community will adhere to this policy.

At The Junior School everyone is vigilant for signs of bullying and always takes reports of bullying seriously. We use the curriculum to reinforce the ethos of the school and to help students to develop strategies to combat bullying behaviour. The most updated version of the anti-bullying policy is available on the website.

Staff receive regular training on how to tackle incidents of bullying and various strategies are used to try and alleviate potential bullying such as individual preventative meetings and information meetings for staff to be vigilant to developing situations or with children who may be vulnerable to bullying at any given time (either temporarily or because they have SEND).

We make sure that students understand that they must report any incidents of bullying to an adult and that, when another student tells them that they are being bullied, or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff.

Signs of bullying might be:

- **Physical:** bruises, scratches, cuts, damaged clothes.
- **Health:** loss of appetite, stomach-aches, headaches, soiling/bedwetting, nightmares
- **Emotional:** unwillingness to go to school, withdrawn or secretive behaviour, unhappiness, unusual shows of temper, refusal to speak about problems, elevated levels of anxiety, jumpy when cyber messages are received
- **Change of routine:** asking to be taken to school rather than walking/travelling on the bus, asking for more money, belongings that are lost or go missing repeatedly.
- **Academic:** concentration difficulties, damage to work, missing work, declining grades

Students who are bullied, who witness bullying or who have even participated in bullying should feel confident to report it to any member of the school staff whom they trust enough to tell. Each incident will be dealt with individually; all reported incidents of bullying will be taken seriously and investigated. However, reporting bullying and keeping central records can also help staff to identify and address patterns of repeated bullying.

Any incident of bullying, whether name calling, physical bullying or any other harassment of a student or member of staff should be reported immediately in accordance with our Behaviour Policy.

Immediate response (as soon as possible, or by the end of the school day).

1. Every incident must be recorded in writing in accordance with our Behaviour Policy. A copy of the report and the action taken should be handed to the Pastoral Leader/Assistant Head and Headteacher.
2. Pupils will be interviewed separately at first to clarify everyone's point of view.
3. The class teacher of the student who has been bullied will be informed.
4. Parents of all pupils involved will be informed.
5. If the bullying is very severe then the police may also be informed by the school, but usually this is the role of the parents to report to the police.

Follow up response (within a week)

1. When an incident of bullying takes place, relevant staff will discuss issues relating to the incident with the students involved, in a way suitable to their age and level of understanding, making use of the solution- focused approach.
2. Each student will be given an opportunity to talk, and the discussion will remain focused on finding a solution to the problem and preventing any recurrence of the bullying.
3. Students who have been bullied will receive appropriate support, which may include advice from external agencies, where needed.
4. Students who have bullied will be offered support by staff and if necessary, the school counsellor. Students who bully will be helped to understand the pain this causes to others and reminded of the possible consequences of bullying. The sanctions for repeated incidents will be explained clearly to them. Support will be agreed to ensure they do not repeat bullying behaviour, and their behaviour may be monitored.
5. Both parties may be invited to meet in the presence of a staff member to find a solution to move forward.

If bullying persists, one or a combination of the following actions may be taken:

- An official report will be made and filed in the student's personal record.

- Existing disciplinary sanctions will be used in accordance with the school's Behaviour Policy
- Parents or carers will be contacted to discuss the issues. They will be given feedback on progress in dealing with the incident. Additional external help may be recommended, for example from educational psychologists.
- Exclusion from the school – this is dependent on the severity and/or persistence of the bullying and will be a final resort.
- On rare occasions it may be necessary to move a child into a different form, class or teaching set. This will only be done after informing the parents.

Strategies for Reporting and Recording Bullying

1. All reports of bullying, no matter how trivial, will be investigated and dealt with by class teachers initially. In this way students will gain confidence in "telling". This confidence factor is of vital importance. Class teachers should inform the Year Leader and relevant Assistant Head or Headteacher that any such matter has been dealt with and will be monitored. Each case will be dealt with on an individual basis but reporting bullying and keeping central records can also help staff to identify and address patterns of repeated bullying.
2. Serious cases of bullying behaviour* by students will be referred immediately to the relevant Assistant Head or Headteacher.
3. Parents of victims or bullies will be informed by the Headteacher or Assistant Head as soon as possible so that they are given the opportunity to discuss the matter. They are then in a position to help and support their child before a crisis occurs.
4. Teachers should record incidents of bullying and the relevant Deputy or Headteacher should be informed.
5. The school counsellor may work with the victim or bully/ies or both.

{* Examples of serious cases would be pupils ganging up on a pupil, e.g. in playground, toilets; outward aggression towards another pupil, repeated bullying behaviour when previously tackled by class teacher. This list is not exhaustive)

Procedures for Investigating and Dealing with Bullying

Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by students, staff or parents. In any incident of bullying, the teacher will speak separately to the pupils involved, in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and with due regard to the rights of all the pupils concerned. Pupils who are not directly involved can also provide useful information in this way.

- When analysing incidents of bullying behaviour, the teacher will seek answers to questions of what, where, when, who and why, in a calm manner, setting an example in dealing effectively with the conflict in a non-aggressive manner.
- If a group is involved, each member will be interviewed individually and then the individuals are met as a group. Each member will be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said. Other pupils may also be interviewed to get a clearer picture.
- Incidents of once off aggression will be dealt with according to school's behaviour policy. If it is concluded that a pupil has been engaged in bullying behaviour it will be made clear to him/her to see it from the victim's point of view.

Staff are encouraged to use strategies to prevent bullying and to respond to bullying incidents.

These include:

- role-play and other drama techniques to help students understand and appreciate the feelings of others
- assemblies designed to help students share information and to provide an opportunity for presenting important issues such as equal rights, relationships, justice and acceptable behaviour
- anti-bullying week takes place in November each year
- Bespoke PSHE lessons with specific year groups according to our PSHE programme or in response to a particular problem with a class or year group

The following information is shared with Students;

If you are bullied:

- Remember it is not your fault; no-one should be bullied
- Tell someone: a parent, a friend, a teacher or an older student
- Never keep it to yourself and think it will go away
- It will not get worse if you report it

Involvement of parents and carers

The parents or carers of any student involved in an incident of bullying will be informed of the incident and will be asked to support strategies proposed to tackle the problem.

Parents and carers are reminded regularly, through letters and newsletters, that their children must tell someone if they experience bullying.

Involvement of the school counsellor

The School Counsellor is available for students as well as their parents. She is introduced to the school at the beginning of the academic year. In cases of bullying, she may be recommended to a child, or a child may choose to see her. She can offer specialist support, guidance and strategic advice for the students, staff and parents.

Monitoring, Evaluation and Review

Monitoring and evaluation of this policy forms a regular part of our self-review process. All policies are evaluated and reviewed with involvement from staff, students, parents and carers.

Records will be kept of all alleged bullying incidents and passed to the Principal at the end of every term to be retained in a central location. Headteachers and Deputies will keep the Principal informed of bullying incidents on a weekly basis so that bullying in the school can be monitored.

Disciplinary Committee

If all behaviour strategies in response to poor behaviour have been exhausted and if all strategies have failed to succeed, then longer fixed term internal or external suspension may be considered as well as permanent exclusion. Exclusions beyond two consecutive days duration can only be sanctioned by the Principal, the Teachers' Association and in the case of permanent exclusion, the Ministry of Education. If a permanent exclusion is considered, then a panel comprised of: the Principal, Staff representatives, Assistant Head, SLT member, should meet to hear the evidence for exclusion. Decisions made by the panel, are then taken to be voted by the Teachers Association.

Fixed-Term Exclusion

A fixed term exclusion can be sanctioned only by the Principal or Headteacher and will involve a meeting with the Teachers Association.

Permanent Exclusion

The school reserves the right to exclude permanently any student who, for example, behaves violently towards a fellow student or member of staff, or demonstrates any other behaviour/s that is seen to be threatening, dangerous, or accumulative over a period of time. Parents of an excluded student have the right to appeal to the Ministry of Education. There is no corporal punishment in this school.

9.16. Fees

The following is a listing of the School Fees and timing of payments required for the Academic Year 2023-24 only:

CLASS YEAR	Prepayment	Autumn Term	Spring Term	Summer Term	TOTAL
<i>Payment Due By</i>	<i>22 Mar 2023</i>	<i>14 June 2023</i>	<i>10 Oct 2023</i>	<i>7 Feb 2024</i>	
	€	€	€	€	€
Years 1 and 2	500	2,066	2,067	2,067	6,700
Years 3 and 4	500	2,366	2,367	2,367	7,600
Years 5 and 6	500	2,416	2,417	2,417	7,750

10. Keeping Attendance and Absence Records

Registers are updated daily ensuring a record of any absences are kept. This is done with coordination from the school secretary and class teacher to ensure prompt and accurate records.

Punctuality

Parents/guardians have a duty to make sure their children attend regularly and punctually. School staff are committed to working with parents/guardians to ensure as high a level of attendance as possible.

Students should be at school on time for registration every day unless the reason for the absence is unavoidable. Permitting absence from school without a good reason is a breach of the Code of Conduct and the Home School Agreement. Permission for absence in advance must be communicated to the school and approved. Parents should avoid extending holidays into term time or arranging visits to the doctor, dentist etc. during school hours.

Arrival after the register has been taken will incur a 'Late' mark. At The Junior School, late arrival in school is monitored by the administrative and pastoral staff and if there is a consistent pattern of lateness, parents are contacted to meet with the class teacher, Assistant Headteacher or Headteacher. Furthermore, lateness and absences will also be recorded on the child's school report.

11. Absences of Children from School

Every absence from school is classified as either AUTHORISED or UNAUTHORISED by the school.

Authorised absences are for illness or being close contacts of a covid positive case.

Absences will also be authorised for the following reasons:

- Days set aside for religious observance by the religious body to which the student belongs, bereavement and funerals of close family members, in exceptional cases severe illness of close family members.

Permission may be granted in exceptional circumstances for the following reasons if requested in writing at least 5 school days in advance:

- Having to travel to home country in exceptional circumstances or
- Participation in external sporting events at regional, national, or international level.

Unauthorised absences are those which the school does not consider reasonable and for which permission has not been granted. These include:

- Truancy for the whole or part of the school days
- Absences which have not been explained
- Late arrival at school which is not recorded in the register or at reception
- Holidays during term time.

In the case of any absence students are expected to be responsible for catching up with work and staff will advise Junior School students of what should be completed.

Registration is taken every morning by the class teacher and should be completed by 8:00 a.m. Registration is completed electronically on the school management database system, ISAMs. Any late

comers can only enter the school through the front Reception area and are registered as late on ISAMs. Ideally within 40 minutes of registration finishing, any unaccounted for absences should be sent out to parents as text messages.

When a phone call comes in that a student is in school despite being registered absent this is an emergency situation and should be treated as such. The following is to happen:

The receptionist continues to answer phone calls. At any time a member of the management team can be contacted to help as well. The nurse checks ISAMs for which lesson they are in and goes straight to the classroom/outside area etc. to check. If the classroom is far way, as soon as the nurse has verified that the student is or isn't there, she phones front desk to update them. (If the nurse is already involved in an emergency situation, the receptionist goes to look for the missing student and another member of the administrative team comes to the front desk to answer/make phone calls). If any of the above personnel is not there, the PA to the Management is asked to step in. If the student is not located in 5 minutes, an announcement is to be made over the tannoy. If the student still remains unaccounted for the parents are contacted again to confirm presence at school and then the Police are contacted immediately.

Absence due to illness

If students feel ill in school, they should visit the School Nurse who will contact home if necessary. Students are not allowed to contact parents to pick them up.

Parents/guardians should give notification of illness on the first day of absence by telephoning or emailing the school. The student must bring written confirmation on return to school. Slips for this purpose are available at the back of Student Planners. If absences are over five days for health reasons a certificate of the doctor is needed or proof of having covid or being a close contact. If an absence remains unexplained the school will contact home requesting details. The school will also contact parents/guardians if students are persistently absent or late. For consecutive absences for over six days with no reason that is considered by the school as a serious reason, the Headteacher will notify the Director of Primary Education.

12. Detailed Program of Studies and Time Table

12.1. Key Stage 1

Years 1 & 2

In Year 1 children begin the next stage of learning with a more formal approach in Key Stage 1. Students begin to develop knowledge, skills and understanding in the core subjects of Literacy and Mathematics as well as Science and Computing with the foundation subjects of History, Geography, Art, Music and PE. The emphasis in Year 1 is on helping children develop a positive attitude to learning. Activities are designed to be fun as well as challenging. There are four classes in Year 1, each class is taught by a fully qualified teacher and a learning support assistant.

Year 2 at The Junior School continues to provide an attractive and stimulating environment where the children feel secure and happy. Our main aim is to develop each child to his or her full potential in all areas through quality teaching and successful learning. During the year we provide opportunities to help pupils grow in confidence and become more independent. There are four classes in Year 2. In

addition to the class teacher, each class has a learning support assistant to support the children as and when needed.

In KS1 our curriculum provides ample opportunities for all children to learn and to achieve. It develops an enjoyment of and commitment to learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all the children. It aims to build on the children's strengths, interests and experiences and develop their confidence to learn and work independently and collaboratively. It also aims to equip them with the essential learning skills of English, Maths, and Information Communication Technology, and promote an enquiring mind and capacity to think rationally.

Curriculum

Literacy

Success in almost any area of the curriculum depends upon good basic literacy. A solid understanding of the spoken and written word provides children with an important form of self-expression and confidence in learning.

In Year 1 heavy emphasis is therefore placed upon promoting high standards of language and literacy through the four basic key elements of speaking, listening, reading, and writing. Children have daily Literacy lessons which focus on equipping pupils with a strong command of the spoken and written word and develop their love of literature through widespread reading for enjoyment.

Pupils continue to build on their reading skills and develop their phonic awareness started in Reception. Pupils will read from a variety of texts both fiction and non-fiction, they learn about the key features of both text types. They will be taught strategies to help them make sense of what they read and enable them to look beyond the literal answers in the text. Their interest and pleasure in reading is developed as they become more confident independent readers.

In Year 1 children begin to write independently; they are encouraged to attempt writing for a wide variety of purposes such as lists, stories, rhymes, and information. Some of the writing genres that the children are introduced to are Poetry, Traditional stories, Reporting and recounts, Captions, Instructions, Lists, Letters and Invitations.

Writing lessons are taught with a strong focus on four skills. Children may talk about VCOP: Vocabulary; Connectives; Openers; Punctuation. Weekly Grammar lessons teach children about different aspects of written and spoken sentence structure.

Handwriting: In handwriting lessons children are taught to form lower case letters correctly in a script that is easy to join later. They have the opportunity to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation, and proportion.

In Year 2, Literacy lessons build upon the work done in Year 1. Children develop positive attitudes towards and stamina for writing; they are taught to consider what they are going to write before beginning and to plan; they are encouraged to make simple additions and begin to edit their work; finally, the children begin to read aloud what they have written with appropriate intonation to make the meaning clear. Areas of focus for English continue to be Spelling and Vocabulary; Handwriting; Grammar and Punctuation; Comprehension and Speaking and Listening.

Mathematics

Year 1 and 2 are important years for reinforcing concepts already learnt, building confidence in handling numbers, and gaining an increasing understanding of mathematical language and the operations they learn to perform. A large amount of learning is achieved through maths games and practical 'hands on maths.' Children learn core concepts and methods for the four operations and learn key number facts. They are also introduced to 'problem solving' and investigative maths, learning how to apply their learning to real -life situations. Mathematics in Year 1 and 2 is taught through the programmes of 'Big Maths' and the White Rose Maths scheme which are written fully in line with the Primary National Curriculum of Mathematics. Through daily maths lessons children are supported with their learning or extended and challenged with additional resources depending on their individual needs.

In Year 1 the children learn:

To count forwards and backwards to 100.

To partition, order, compare and problem solve using 2-digit numbers.

To add and subtract 2-digit numbers using both mental and formal methods with 20.

Place Value and simple addition and subtraction of tens and units without carrying. Place value of 10, e.g. $14 = 10 + 4$, 1 Ten and 4 Units.

Introduction to simple multiplication.

Introduction to simple division.

To recall number bonds to 20

To count in 2s, 5s and 10s.

Recall halves and doubles of numbers up to 20.

Recognise odd and even numbers.

To recognise and name 2D and 3D shapes.

To measure length using a ruler and compare weight and capacity using non-standard units.

To recognise $\frac{1}{2}$ and $\frac{1}{4}$ and to apply to position and direction.

To tell the time using o'clock and half past.

To recognise and count coins and notes.

To develop problem solving skills.

In Year 2 the children build on the core concepts they have learned in Year 1 and continue to learn essential number facts using maths games and hands on practical maths activities. They are introduced to 3-digit numbers and use both mental and more formal strategies to solve calculations using all 4 operations. They develop their skills of problem solving and using and applying maths in everyday situations. As their reading skills progress, they begin to be able to read problems independently and take part in discussions as to how a problem could be solved.

In Year 2 the children learn the additional concepts:

Number bonds to 10 and 20.

10 more and 10 less than a given number.

Continue to count in 2s, 5s, 10s and then 3s, applying this knowledge to multiplication and division problems.

Add a 2 digit and 1-digit number including crossing the ten.

Subtract a 1-digit number from a 2-digit number including crossing the ten.

Add two 2-digit numbers including crossing the ten.

Subtract a 2-digit number from a 2-digit number including crossing the ten.

Recognise coins and notes, count money and make the same amounts, to give change and find the difference between amounts.

Solve 2 step problems involving money.

Recognise odd and even numbers.

Learn strategies for finding halves and doubles of numbers.

Tally charts and pictograms.

Count vertices, edges and faces of 3D shapes.

Find lines of symmetry.

Recognise and find $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$.

Read the time using quarter past, quarter to and 5 minutes to the hour.

Measure volume using litres and millilitres.

Temperature and mass.

Read a calendar.

Measuring length and height using metres/cms

Topic (Science, Geography and History)

Children's natural curiosity about the world around them provides an excellent starting point for science. The principal purpose of science teaching at KS1 is to enable pupils to categorise, experience, observe and describe natural phenomena. They are encouraged to ask questions and develop their understanding of scientific ideas with their teacher's guidance, use simple equipment to take measurements, record simple data and talk about their findings. In KS1 the children are taught Science, Geography and History through Topic lessons.

Year 1

Science: Children in Year 1 are taught Science through a range of topics including: Animals including Humans, Seasonal Change, Beach Habitats, plants and materials.

Geography: In Year 1 the children are encouraged to develop an understanding of their immediate locality. They develop skills to enable them to compare different places in the world. Topics covered include: Maps, Globes, Looking at the wider world – Kenya and Fair Trade.

History: In Year 1, children will begin to acquire a sense of time. They will learn that there is a 'past' and that it can be studied through artefacts, books visits and stories. They will begin to distinguish between fantasy and reality. Topics covered include: Dinosaurs – Stone Age, Choirokoitia (A Neolithic Site).

Year 2

Science: The children are taught to plan, predict, and carry out simple experiments, understanding the need of a fair test. They begin to share their ideas and findings using scientific terminology and also with the use of simple tables and diagrams. The topics taught in Science include Materials, Living Things and their Habitats.

Geography: Children begin to learn about the world around them, the continents, Europe, the oceans, and Cyprus. They carry out geographical enquiry inside and outside the classroom. They ask geographical questions about people, places, and environments, and use geographical skills and resources. The Geography topics taught include, Mapping Skills and Weather, learning about Australia.

History: Children learn about events from the recent and more distant past by listening to and responding to stories. They also use sources of information to help them ask and answer questions. Some of the History topics taught in previous years are: The Kyrenia Ship and the Great Fire of London.

Computing

Computing focuses on teaching children about all areas of using a computer. It teaches children about how computers work and how to make them work using some components of basic coding rather than just playing games. This is a scheme that allows creativity and progression. The computing units have been developed to focus on delivering computing through a flexible context, whilst providing links to other areas of the curriculum. In Year 1, children access various computing programs through the use of laplets, interactive whiteboard tasks using the IWB, iPads and Beebots.

In Year 2, children explore computers/laplets and learn to use them confidently, safely and with purpose to achieve specific outcomes. They learn to manipulate word processing programs where they change font, font size and colour whilst writing various texts. Also, following the new changes to the curriculum, the children begin to use coding programs through various activities. The internet is also used to research different topics to support their learning and to play different educational maths and language games. Children are also introduced to Teams, Microsoft Word, Power Point, touch typing, Paint 3D and algorithms.

All KS1 children are taught to:

- understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.
- create and debug simple programs.
- use logical reasoning to predict the behaviour of simple programs.
- use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- recognise common uses of information technology beyond school.
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Art

During Year 1 the children are exposed to a range of different styles and techniques. They have the opportunity to use paint, clay and other resources to create their own art. They also have the opportunity to use famous artists' work as inspiration and to experiment with their styles.

In Year 2 children explore colour, shape and space, and pattern and use them to represent their ideas and feelings in an imaginative manner. They use a variety of materials including paints, colouring pencils, pastels, charcoal and clay. The children are also exposed to various artists and their work e.g. Mondrian, Monet.

Music and Physical Education

Please refer to separate Music and PE sections

PSHE

In Year 1 and 2 our PSHE lessons are used to develop the Growth Mindset Philosophy. Regular planned lessons as well as regular class discussions focus on:

Relationships e.g. developing confidence, knowing what to do

Health & Well Being e.g. keeping safe and healthy, differences

Living in the wider world e.g. learning about money, rights and responsibilities

Religious Education – Judaism and Christianity
Weekly Class Meetings according to the Positive Discipline model

Home Learning / Trips

Homework:

In Year 1 homework is mainly consolidation and reinforcement of work covered in class and should not exceed half an hour a day. However, we place great emphasis on daily reading at home.

In Year 2 homework is used to consolidate and reinforce the work covered in class. Children are expected to spend no more than 40 minutes daily to complete their homework, the bulk of which is reading and understanding their reading book.

Trips and Visitors:

Trips and visitors are organised to support and enhance the classroom teaching and learning. The learning is linked to exhibitions available at the time. Previously, Year 1 have visited a local gym, Chirokoitia, and a farm. Year 2 have previously visited various exhibitions, the traffic park to learn about road safety and following instructions, and various parks such as Cyherbia.

Speakers and visitors to our school have included: Glafkos Kariolou who spoke about the Kyrenia Ship, UK Historian, Ashley Holt and a marine biologist who spoke to children about sea life.

12.2. Lower Key Stage 2

Years 3 & 4

Welcome to Year 3, and welcome to a very important and exciting new episode in the children's schooling. The children have just finished Key Stage 1 and have entered Key Stage 2. This change from one key stage to another happens at an important time in each child's development. It is therefore vital for them to be given all support and encouragement necessary to make this transition successful. In collaboration with the parents, we strive to help all children develop into independent and organized individuals, responsible for their schoolwork, their homework and their belongings as well as beginning to make their own informed decisions.

In Year 4 our aim is to inspire students to thrive and ensure that each child feels valued, happy and successful. Learning takes place in a fun, safe and caring environment where personal and social skills can be developed further. Through teamwork and independent activities children learn to demonstrate **Respect, Responsibility and Reliability**, three necessary lifelong skills which are actively encouraged by our team.

In both Year 3 and Year 4, we motivate each child to perform to the best of their ability in order to facilitate the best possible progress. Staff are aware of the needs of each child and give equal opportunities to all children to do well and strive for higher standards of attainment. We look forward to seeing your children grow, both in their learning and confidence, so that they make progress towards becoming independent learners.

Curriculum

Literacy

English is the medium by which all the subjects are taught at the Junior School (except for Greek). As is stressed by the 2014 Primary National Curriculum in England, “a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.” In Year 3 pupils become more familiar with and confident in using language in a variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing.

The English programme of study for Year 3 includes:

1. Reading
 - Word reading-applying their growing knowledge of root words, phonics and sounds to decode and understand new words met
 - Comprehension- at present this area of reading should take precedence over teaching word reading directly. Children are exposed to a wide range of fiction, poetry, plays, non-fiction and reference texts.
2. Writing
 - Transcription (spelling rules and patterns)
 - Handwriting formation
 - Composition: discussing and planning writing, drafting and writing paragraphs around a theme (creating settings, characters and plot in narrative work or using simple, organisational features such as headings and sub-headings in non-narrative work), evaluating, editing and proofreading their work.
 - Vocabulary, grammar and punctuation

In Year 4 the Teaching Targets are in line with the National Curriculum. Pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

Reading skills - Children undertake an in-depth study of a range of extracts and texts. These are read, discussed and questions are then answered in writing. Areas of focus are Word Reading and Comprehension. Pupils are encouraged to develop positive attitudes to reading and an understanding of what they read.

Writing skills - Children develop their writing by building on what they have been taught, to expand the range of their writing to understand and consolidate what they have read or heard. Writing genres include Fiction, Non-fiction, Poetry and Grammar. Areas of focus are: Spelling, Handwriting, Composition, Planning, Drafting, Evaluating and Editing, Vocabulary, Grammar and Punctuation

Speaking and Listening skills.

Our aim in Year 4 is to encourage the children to read as wide a range of books, at their reading level, as possible. The children begin the year on a reading level and progress throughout the year. It is hoped that by the end of Year 4 most children will become independent readers who are able to gain pleasure from their reading. To encourage reading, children undertake the following activities: ERIC (Everyone Reading in Class) for approximately 10 minutes the whole class read their own books

silently; Shared Reading - The whole class read the same book together. The children take turns to read aloud and are read to. Time is also taken to discuss the text in depth.

Visit to the library.

Both Year 3 and Year 4 children have a scheduled library visit each week where the children are encouraged to take out books of their choice to read for pleasure at home.

Mathematics

In Year 3 and 4 the principal focus of Maths is to ensure that pupils become increasingly fluent with whole numbers and the four operations. (+, -, x, ÷) The children build on their knowledge of number facts and core concepts. They are introduced to 3-digit and 4- digit numbers and will develop efficient formal written and mental methods, performing calculations accurately with increasingly large whole numbers. Pupils will become increasingly able to solve a range of problems and become more familiar with the language of problem solving. They are encouraged to apply their learning to real life situations and will become more confident discussing their methods. Children will also begin to carry out calculations using fractions and decimal numbers and be introduced to the concepts of area and perimeter. As in previous years, Mathematics in Year 3 and 4 is taught through the programmes of 'Big Maths' and the White Rose Maths scheme which are written fully in line with the Primary National Curriculum of Mathematics. Through daily maths lessons, children are supported with their learning or extended and challenged with additional resources depending on their individual needs.

In Year 3 the children will learn the following concepts:

Read and write numbers to 1,000.

Find 1,10 and 100 more/less.

Count in 25s and 50s.

Add 3-digit and 1-digit numbers, 10s and 100s, including crossing 10 and 100.

Subtract a 1-digit number, 10s and 100s from a 3-digit number, including crossing 10 and 100.

Add 3-digit and 2-digit numbers, including crossing 100.

Subtract a 2-digit number from a 3-digit number, including crossing 100.

Use multiplication and division involving the 2,3,4, 5, 8 and 10 times tables.

Convert pounds and pence/euros and cents and give change.

Interpret tables, pictograms and bar charts.

Understand $\frac{1}{10}$ as a fraction and as a decimal.

Find equivalent fractions.

Compare and order fractions.

Add and subtract fractions with the same denominator and find fractions of an amount.

Tell the time to the minute, use am and pm, and understand the 24-hour clock.

Understand angles, horizontal and vertical lines and perpendicular and parallel lines.

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Recognising 2D and 3D shapes and naming their properties.

Relate all mathematical concepts into real life problems.

In Year 4 the children will learn the following additional concepts:

Read and write numbers to 10,000.

Round numbers to the nearest 10,100, 1000.

Compare 4-digit numbers.

Understand negative numbers and Roman Numerals.

Add two 4-digit numbers including exchanging.

Subtract a 2-digit number from a 4-digit number with exchanging.
Develop the skill of estimation.
Find equivalent lengths using Km, m, cm and mm.
Solve problems involving perimeter and area.
Multiply and divide by 10 and 100.
Be able to solve multiplication and division calculations using the 6,7,9,11 and 12 times tables.
Multiply 3 numbers.
Recognise factor pairs.
Use formal methods for multiplication and division using 3-digit numbers.
Add and subtract fractions and find a fraction of an amount.
Recognise tenths and hundredths, a half and a quarter as decimals.
Divide a 1-digit and 2-digit number by 10 and 100.
Round, order and compare decimals.
Use all four operations with money.
Read the analogue and digital clock in both 12 hour and 24 hour and calculate duration.
Solve problems involving time (hours, mins, secs and years, months, weeks, days).
Interpret line graphs and charts.
Learn the properties of triangles and quadrilaterals.
Identify and compare angles.
Lines of symmetry.
Recognise horizontal and vertical lines.
Position and direction (moving on a grid and reading co-ordinates)

Topic (Science, Geography, History)

In Year 3, children are introduced to a more scientific approach to enquiry and the recording of an investigation. They are encouraged to pose a question, hypothesise, predict and carry out fair tests, and to use technical vocabulary and scientific language. They are given experience in gathering, recording, classifying and presenting data in a variety of ways to help in answering questions and they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. The topics covered are as follows:

- Plants
- Animals, including humans - Nutrition, Skeletons and Muscles
- Rocks and Soils
- Light
- Forces and Magnets.

In Geography the topics are covered as follows:

- Active Planet
- The Polar Regions

Mapping skills will be included within the above topics e.g. using maps, atlases, globes, compass points, grid references etc.

In History the topics covered are as follows:

- The Romans
- The Ancient Egyptians

The topics provide the opportunity to make links with local history, for example we visit Curium to enhance the Romans topic. Pupils develop their knowledge and skills through research, questioning

and enquiry. They will use a range of resources to develop understanding, finding out how people lived in the past, why events happened and the changes that were made as a result.

Sikhism is also studied as part of the Religious Education curriculum.

In Year 4, themed topics allow learning to be more meaningful and exciting, as cross-curricular links are made between subjects. Emphasis is placed on developing important skills as well as knowledge. Pupils undertake independent projects which promote research and presentation skills.

Main Topics of Study in Year 4:

Animals Including Humans, Archaeology, Clean Water, Dirty Water (Rivers), Electricity, Knights and Castles, Living Things and Their Habitats, Saving the World (Rainforests), States of Matter, Sound and Buddhism.

Computing

Pupils are taught the principles of information and computation; how digital systems work and how to put this knowledge to use through programming. Pupils develop their skills through a wide range of activities that inevitably assist them in their work in other subjects. Word processing, presentational and graphics skills are taught and developed through programs such as Microsoft Word, Teams and PowerPoint and provide a means of presentation of their work for other subjects, such as research for a history project. Information and technology is linked into all areas of the curriculum for research.

The children also explore the uses of computers and other technical equipment to capture sounds and scenes and create animations. The internet is used to help the children collect resources for projects and play games to help them practise concepts in Literacy, Numeracy as well as other subjects. The use of laptops and iPads at the Junior School has contributed to a large variety of opportunities for learning being offered through technology.

In Key Stage 2 pupils are taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output;
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration;
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;
- use technology safely, respectfully and responsibly and recognise acceptable or unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Art

In Art, pupils use a variety of art materials and media and are taught art and design techniques, such as drawing, painting and sculpture in order to create a range of 2D or 3D artwork. Individuality and the personal touch are always encouraged and praised and children become more confident in using all kinds of materials given and in designing and improving their own and others' designs. As pupils progress, they begin to think critically and develop a more rigorous understanding of art and design. Children learn about great artists, architects and designers in history.

Music and Physical Education

Please see separate sections.

PSHE

The main PSHE topics covered in Year 3 through their weekly PSHE lesson or during Assembly are as follows:

Relationships – All About Me, Getting to Know You,
Friendship and Anti-Bullying - Supporting Friends and Other People
Safe and Healthy
Let's Go Shopping – Understanding the Use of Money
Valuing Differences and Keeping Safe
Going For Goals

The PSHE topics taught in Year 4 are the following:

Helping Others to Keep Safe
Growing Up
Work and Money
Taking More Control
The Environment

Home Learning / Trips

Year 3: Homework is allocated **every day** and could be in any of the following subjects:

- Reading Comprehension
- Maths
- Writing Skills
- Spellings
- Grammar
- Greek

Occasionally, any unfinished History, Geography or Science homework will be given.

Homework should take approximately 30 – 40 minutes to complete. Children should also be reading for at least 15 minutes each day.

Year 4: Children are allocated homework every day and it may consist of finishing off something that was started in school or a stand-alone piece of work. Children should also be reading every night for approximately 20 minutes.

Homework is an important part of the child's schoolwork. By Year 4 it is important that the child has established a good homework routine.

Trips and Visitors

In Year 3, trips/ visitors have included the following:

- Visit to Curium
- A local dietician visits the school and discusses Healthy Eating
- Zumba teacher visits and children participate in Zumba dances
- UK historian Ashley Holt visits and children re-enact life in Ancient Egypt or Ancient Roman Times
- End of Term fun day out

Trips and Visits

In Year 4, trips/ visitors have included the following:

- Visit to Kolossi Castle
- UK historian Ashley Holt visits and the children re-enact a period in History with the focus on Knights and Castles
- Archaeological Dig in the nearby park
- Brazil Day
- Fun End of Term trip to Bowling Alley

12.3. Upper Key Stage 2

Years 5 & 6

In Year 5 we believe it is imperative to create self-assured young scholars who are well-equipped to face the unknown, unpredictable context they are about to enter. It is our priority to produce individuals who will invite transformation and approach it in an innovative manner, thus promoting progress.

Our main aims are:

- To help pupils learn the subject knowledge, skills and understandings they need to become aware of the world around them
- To help pupils develop the personal skills they need to take an active part in the world throughout their lives
- To help pupils develop an international mindset alongside their awareness of their own nationality
- To do each of these in ways which take into account up-to-date research into how pupils learn and how they can be encouraged to be life-long learners.

The focus is on innovative teaching, which constantly challenges the enquiring mind and promotes creative thinking. Every opportunity is used to make the curriculum more meaningful, through special themed projects and “Learning in Context”.

A solid values system ensures that the development of confident individuals and a positive self-esteem is balanced by respect, tolerance and empathy for others.

The staff and children feel safe and secure to lead and experiment with new ideas and innovation, moving beyond the boundary practices. While the teaching day is structured, it provides for flexibility and time for the completion of an idea, thought or project. Learning is viewed as a lifelong process that enhances individual growth and development.

Year 6 is an exciting year. It is not only a challenging and energising time in The Junior School but it is a rewarding, action-packed year which is full of varied learning opportunities. We believe learning should be fun; an invigorating experience which will serve as an essential stepping stone to further education and beyond.

Learning is organised into Humanities and Science, topic-based activities over the academic year, in addition to the core subjects. In this way learning is enhanced and more meaningful through topic based 'themed days', as well as a range of excursions both locally and beyond Nicosia. Children are assessed both summatively and formatively over the year in line with the English National Curriculum.

Year 6 pupils have the opportunity to become House Captains and Vice Captains. They are responsible for organising their sports teams in many Inter-house games which take place over the year. Year 6 pupils are also chosen to participate in competitive House matches which are always a thrill for the spectators! Additional responsibilities are also carried out by Year 6 Prefects, whose job is to assist the whole school community. In the past their roles have included: supporting Key Stage 1 pupils with reading in the library, supporting staff within the classroom and collecting the re-cycling each week. In addition, Librarians help in the Library, Music helpers assist the music teacher and PE helpers support during House Matches and in PE lessons.

Over the year we expect all Year 6 pupils to become resilient, independent learners who are well prepared for their future.

Curriculum

Literacy

In Year 5 we follow the New National Framework for English. By Year 5 the children should now be able to read a wider range of poetry and books written at an age-appropriate level with accuracy and at a reasonable pace. They should be able to read fluently and to pronounce unfamiliar words with automaticity. They ought to be able to summarise and present a familiar story in their own words. Children should be reading widely and frequently both at home and in school for pleasure and information, thus being able to discuss what they read. Grammar, spelling and punctuation should be broadly accurate, especially spelling words that they have been taught.

Our aim in Year 5 is for pupils to gain enjoyment and understanding of language, especially vocabulary to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, debates, non-fiction and textbooks, will support their increasing confidence in reading, facilitate their ability as writers and advance their comprehension skills.

Programme of Study

- Spoken language (cognitively, socially and linguistically)
- Reading
 - Word Reading
 - Comprehension (both listening and reading)
- Writing
 - Transcription (spelling and Handwriting)
 - Composition (articulating ideas and structuring them in speech and writing)
- Spelling, Vocabulary, Grammar and Punctuation

Reading

It is hoped that by Year 5 most pupils are becoming independent readers who are able to gain pleasure from their reading. However, it can also be at this stage that many children reach a 'plateau' with

their reading. Our aim in Year 5 is to encourage pupils to read as wide a range of books, at their reading level, as possible. We hope that by Year 5 they are able to choose books independently and are able to express their preference for certain authors and genre.

To encourage and give time for reading in Year 5 the pupils undertake the following activities.

ERIC (Everyone Reading in Class): for approximately 15 minutes the whole class read their own books silently. This is also an opportunity for children to visit the library to change their books.

Shared Reading: the whole class read the same book together. The pupils take it in turns to read aloud and are read to. Time is also taken to discuss the text in depth.

Reading Skills

The pupils undertake an in-depth study of a range of extracts and texts. These are read, discussed and questions are then answered in writing.

Library

The library is open from 7.00am to 1.30pm. Year 5 pupils can visit the library both before and after school and during break times to change their books.

Whilst every opportunity is taken within the school day for your child to further their reading, children also need to continue to be given time for reading at home.

Pupils are encouraged to choose their own reading material from the library or home. It is important that they find material which they fully comprehend and enjoy. If a child is having difficulties finding appropriate reading material, the librarian will be able to give advice.

Parents and pupils should take time to discuss the books that a child is reading. They may visit the Library either before or after school in addition to scheduled library time and value all reading. Not all children enjoy reading longer fiction books, so if this is the case, encourage their reading of non-fiction books where they do not have to read the whole book, magazines and reading on the computer.

In Year 6 the Reading and Writing skills developed thus far are consolidated and extended.

Areas of focus for Literacy include:

Grammar: Features of sentences, Complex sentences, Standard English, Vocabulary, Punctuation, Spelling, Revision of spelling patterns & weekly spelling tests.

Comprehension and Writing is linked and based on the following genres:

- Stories with familiar settings
- Fantasy Stories
- Mystery Stories
- Quest Adventure Stories
- Spy Thriller stories
- Poetry with personification
- Autobiographies
- Biographies
- Journalistic writing
- Discursive writing

In addition:

- Shared Reading
- Daily reading and weekly visit to the library

Mathematics

The principal focus of Mathematics teaching in Years 5 and 6 is to ensure that pupils extend their understanding of the number system and place value to include larger integers which include an understanding of 7-digit numbers and beyond. During upper Key Stage 2 children develop a deeper understanding of fractions, decimals, percentages and are introduced to ratio and algebra. Having by now developed a firm understanding of the core concepts of Maths and key number facts, the children further develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient formal and mental methods of calculation. They will become more confident discussing their methods and make suggestions as to why one method may be more efficient than another. They will also be able to spot errors in methods and calculations. Mathematics in Year 5 and 6 is taught through the White Rose Maths scheme which is written fully in line with the Primary National Curriculum of Mathematics. Through daily maths lessons children are supported with their learning or extended and challenged with additional resources depending on their individual needs. 'Mathletics' online practice also allows our students to continually consolidate their learning.

In Year 5 and Year 6 the children will learn the following core concepts:

To read and write numbers to 1 million and beyond.

To round numbers up to 1 million and use estimation.

To solve problems using negative numbers.

To use inverse operations.

To recognise multiples, factors, primes, square and cube numbers.

To multiply and divide numbers by multiples of 10.

To multiply 4-digit numbers and beyond by 2 and 3 digit numbers.

To divide larger numbers by up to 2 digits and solve problems that have remainders written as fractions and decimals.

To solve calculations involving improper fractions and mixed numbers.

To add, subtract, multiply and divide using fractions.

To calculate a fraction of an amount and the whole from a given fraction.

To solve problems involving decimals and percentages.

To solve problems using ratio and algebra.

To identify, measure, calculate and draw angles.

To plot, translate and reflect shapes on a 4 quadrant grid.

To convert measures of capacity, length and time.

To reason and learn the properties of 2D and 3 D shapes.

Themed Topics (History, Geography, Science, Art and ICT)

Themed topics allow learning to be more meaningful and exciting, as cross-curricular links are made between science, history, geography, art and language especially. Emphasis is placed on developing important skills as well as knowledge. Pupils will be undertaking independent projects which promote research and presentation skills.

Some of our Year 5 topics include:

- Earth and Space

- The Tudors
- Where in the World are We (Geography themed)
- 500 years ago in Cyprus: In search of the Venetians. Lusignans and Ottomans. Trip to 'Old Nicosia' and CVAR
- Life Cycles
- Properties and changes of materials
- The Invaders (Saxons and Vikings)
- Forces and Magnets
- Religious Education (Islam)

Year 6 Topics include:

Science: Working Scientifically; Living Things and their Habitats; Animals, including humans; Evolution and Inheritance; Light; Electricity.

History – The Victorians

- Queen Victoria
- Differences in the lives of the rich and the poor
- Victorian children
- Famous Victorians
- Scientific developments
- Victorian inventions
- Victorian schools

History – World War II

- Reasons World War II began
- Countries involved
- The Blitz
- Evacuation
- Rationing
- Role of Women
- Propaganda
- Anne Frank
- Role of Cyprus during WWII
- Hiroshima
- The end of WWII

Geography – Mountains

- What mountains and mountain ranges are
- How mountains form
- Locating key mountain ranges around the world using an atlas
- Mountain climates
- Risks associated with mountain climates
- Identifying positive and negative effects of tourism on mountains
- Fieldwork: Visit to Troodos
- Designing a Troodos Information Leaflet
- Mapping mountains: use the 8 points of a compass, 4 and 6-figure grid references, symbols and keys

Geography – India

- To place India on a world map
- To locate surrounding countries, seas, oceans and identify the major cities of India
- Physical and human features
- Climate of India
- Rural and urban life
- Focus on village life – Chembakolli
- Hinduism: Hindus’ beliefs
- Hinduism: Celebration: Diwali and Holi
- Fair Trade
- Focus on a famous person: Mahatma Ghandi
- India Day – cooking curry, Bollywood dance, art – mendhi designs

Computing

In Year 5 we follow the new Primary National Curriculum framework for Computing. Our aim is to ensure that pupils become digitally literate, which means to be able to use, express themselves, and develop ideas through information and communication technology. There is added focus on basic programming and coding, so that children not only know how to use software but to also understand how to build programs. Additionally, children learn how to use computers ethically and responsibly. Laplets are used in the classroom and for homework to support children’s learning across the curriculum.

Our computing units for Year 6 focus on programming, coding and debugging and also touch-typing thus better equipping the children for the future. There is an added emphasis on how things work instead of the children, merely being the end users. We continue to use Microsoft Office programs such as PowerPoint, Excel, Sway and One Note to support learning in other areas of the curriculum. The children will continue to use their laplets and personal emails on the school’s Microsoft Outlook 365 platform.

Children have the opportunity to:

Present research & information by bringing together the organisation of text, images and sound as appropriate multimedia presentations.

Students will produce PowerPoint presentations on:

- Mountain ranges
- Volcanoes
- Famous Victorians/Inventions
- Current Affairs

Use of Excel

To understand, use and manipulate Excel through tasks such as:

- Using spreadsheets to input spelling scores and league tables for example

Cross-curricular

- Ongoing use of Science games, Geography and History research as well as associated informative/interactive websites and software
- Use of laplets in Numeracy and Literacy to support learning

Programming and game design

- Minecraft and Marke Arcade

Art

For Art activities pupils use a variety of materials and media to produce creative artwork. Pupils are encouraged to develop their creativity and imagination and become more confident in using all kinds of materials given. As pupils progress they begin to think critically and develop a more rigorous understanding of art and design.

Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They are required:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to learn about great artists, architects and designers in history
- to appreciate, evaluate and understand not only established works of art but the work of the peer group
- to create sketch books to record their observations and use them to review and revisit ideas.

Music and Physical Education

Please see separate sections.

PSHE

Some of the areas studied in PSHE in Year 5 include the following:

Being Strong

Friendship and Anti-Bullying

Changes at Puberty

Moving on With Confidence and Clarity

Let's Make Money

The Media

The PSHE topics taught in Year 6 include the following:

Me and My Place in the World – Respecting Differences, Challenging Differences

Money in my Future

Relationships and Reproduction - healthy relationships and reproduction linked to puberty

Democracy and Government – Challenging others point of view and giving constructive feedback

Safe and Healthy in the Future

Celebrate the past and Welcome the Future

Religious Education – Hinduism

Home Learning / Trips

Homework in Year 5 may entail a piece of work that was started in class and needs to be finished off at home or it may be a standalone piece of work which should not exceed longer than one hour twenty minutes per day.

Trips and Visits

Trip to Old Nicosia and CVAR
Senior School Science Trip
Senior School Taster Day
End of year trip

In Year 6 children are given homework every day and should set aside a maximum of one and a half hours to complete this after the school day. Homework may consist of finishing off something that was started in school or it could be a standalone piece of work. It is recommended that work is completed the day it is set in order to stay 'on-top' of the homework. Children are responsible for writing a clear description of all homework in their planners, which should be in school each day. Teachers also sometimes upload homework on Teams. It is essential for all students to complete all homework set. The completion of homework is essential to reinforce key concepts and to develop the child's independent learning skills.

Trips

Troodos and Caledonia Waterfall
Interschools Basketball and Futsal Competition
Senior School Electricity workshop
Paphos Outdoor Adventure Trip (3 days)

12.4. Greek

Curriculum Overview

The Junior School at TJSS, as a pioneering and modern school, aims to provide a multifaceted and multilevel education. Taking this as a theorem, the Department of Greek adapts and upgrades the quality of its education so that it is creative, systematic and modern, detached from any teacher-centred and knowledge-based method. Moving in this direction, we also make sure that the material provided to students is always progressive, contributing to the expansion of students' critical thinking.

Hence, the children of the Greek Cypriot community are strengthened to form their national and cultural identity autonomously, with vigour and confidence, while learning to respect the diversity of the other communities of the Republic of Cyprus.

Our school's policy is to encourage foreign language children to learn Greek as a second language, ensuring their adequate language skills and the prospect of becoming bilingual in the long term. In Greek lessons, therefore, students are divided into linguistic levels depending on the level of knowledge and use of the Greek language. The Department of Greek, respecting diversity and defending the unique temperament of each child individually, sets as its starting point the dynamic integration of each student in a special, friendly, democratic, human and above all creative environment. In this, students are encouraged to cultivate spiritual composition and develop self-efficacy.

This school year in order to enhance and invest deeply on the educational and linguistic axes of Greek language we have a new set up for the course of the Greek language. Through this, we have upgraded the structure of our school curriculum for Greek, by reinforcing the textbooks, by replacing some texts of the school textbooks (after approval of the Ministry of Education based on a relevant circular notified to us) and adding new modern and interesting texts, close to the experiences of children, by removing some thematic units, by adopting new literacy practices, interactive and playful activities, and by adding new (hand) materials. The new set up refers to Y2- Y6 classes. The structure will be the follow:

- a. **Greek as Foreign Language:** In this area are the children who they don't have Greek as their mother –tongue language and they don't know at all the Greek language. We will use an extended Curriculum, with a common set up in curriculum for each Year group; their material will prepare based on the needs of the children.
- b. **Intermediate Greek:** In this area are the children who their mother tongue is not Greek by both parents either only by one parent, speak Greek and have a premature basis of language, but they need a different curriculum and targeting for language teaching.
- c. **Mainstream Greek:** In this area are the children who they speak Greek even though if their mother language is or not the Greek, and they face difficulties in 4 axes of Greek curriculum (reading, writing comprehension, speaking and grammatical elements). This set up will empowering children who have difficulty managing language with a further focus quality deepening in language teaching for children who are facing difficulties in Greek language.
- d. **Advanced Greek:** In this area are the children who they speak Greek in a very high level. This set up will empowering children who have difficulty managing language with a further focus quality deepening in language teaching for children who are at a more advanced level books and class material. According to that, children will have the opportunity for (critical) literacy extensions to all axes of the curriculum through projects, additional literacy practices e.tc

As we believe that learning is always enhanced and efficient when it is accessible, understandable and enjoyable, we use the promotion of creativity as our guide. Thus, group and experiential activities as well as modern educational methods, which allow the safe use of technology, are just a few "tricks" that ensure our uninterrupted interest of children and of course the development of children's imagination.

Curriculum Overview

Key Stage 1

The Curriculum of the Junior School follows the Curricula and books of the Ministry of Education, Culture, Sports and Youth in both Key stages. Differentiation applies for children who are non-native speakers.

The main goal in **Year 1 and Year 2** is for children to acquire the language skills required, so that they can communicate in all aspects of the language, written or oral speech, on the basis of the communicative approach of language.

Teaching objectives in Year 1:

- To read texts with fluency and expressiveness, to understand them and to express their opinion in terms of their content, their structural elements and form.
- Students to critically control what they hear and express themselves with comfort, accuracy and clarity thus cultivating their critical awareness.
- To recognise grammatical phenomena and apply them in written and oral speech.
- To write clearly, legibly and elegantly in fluent writing.

Teaching objectives in Y2:**Reading**

- to read diligent and fluently
- to understand the texts by coding and decoding it
- to respond more easily in multi-level word processing questions

Writing

- to produce written speech in a variety of textual genres
- to practice more intensively in the production of written tasks on a variety of topics related to the textbooks but also in other sources (authentic texts etc.).

Linguistic elements (Grammar)

- to make students understand the structure of language intuitively.
- to use the language effectively in communication. The material related to grammar is based on the curriculum of the Ministry of Education Culture, Sports and Youth.

Greek as a Second Language

The school provides the opportunity for children who are non-native speakers to attend Greek lessons from the very first stages of their school life. Therefore, students have the opportunity to learn the basics of the Greek alphabet as well as the mechanisms in order to use the Greek language to communicate and express themselves.

Key Stage 2

The Curriculum of the Junior School follows the Curricula and books of the Ministry of Education, Culture, Sports and Youth. Differentiation applies for children who are non-native speakers.

Subject objectives:

The main purpose of teaching the Greek language lesson is:

- the awareness and familiarization of students with the language and its structure
- the use of the language with the ultimate goal of effective communication (written and oral) based on a communication context
- the reading and writing comprehension (coding and decoding texts)
- the writing (production of written speech with / on authentic topics and in a variety of textual genres to familiarize children with authentic written communication situations)
- the emergence, processing, comprehension and use of grammatical elements through text processing

Reading

The diligent practice of reading daily is a necessary condition for their complete preparation and acquisition of the ability of oral expression. In addition, text encoding and decoding is a key literacy practice sought in KS2.

Linguistic Elements (Grammar)

A wide variety of grammatical and syntactic phenomena are systematically examined in an attractive and enjoyable way and with the aim of profoundly mastering the secrets and beauty of the Greek language. By observing and analyzing the grammatical and syntactic phenomena in their written assignments, children will have the opportunity to establish their knowledge and to utilize both their language development and their general spiritual integration.

Writing

Every day through written assignments, children practice this important skill in a variety of textual genres.

The writing tasks are based on the classroom activities and of course based on a communication situation so that the children can write for a purpose.

It is also worth noting that in order to improve children's writing and the ability to compose successful and unique pieces of writing, each child is reinforced with individual targets.

Mythology (Year 3)

The aim of the course is for the children of Year 3 to travel thousands of years back, when the ancient Greeks created myths. Gradually, students will move from Mythology to History.

Children who are non-native speakers of the Greek Language also attend the course and the resources used (books, additional educational material) are in English.

History lesson (Y4, Y5, Y6)

The aim is to form a national consciousness as members of the Greek nation and to get to know the historical life and the cultural heritage of Greece and Cyprus. Our children will learn about the life and culture of people, but also all the facts that happened in the past.

Our ambition is for the children to acquire a knowledge of the history of their ancestors, the cultivation of a sense of pride for their origin but also the formation of an autonomous, national and cultural identity.

Children who are non-native speakers of the Greek Language, attend the course and resources used (books, educational supplementary material) are in English, as our goal in this course is not to study the language, but the historical periods and the evolution of the Greek people over the centuries.

Music and Physical Education

From the beginning of the school year 2021-2022 in the Greek curriculum there are additional hours of Music and Physical Education, both taught in Greek language, separate from the Music and Physical Education lessons taught in English. The aim is to cultivate the use of the language at different levels by utilizing a variety of thematic vocabulary as well as that of Music and Physical Education.

Resources

At the Junior School we teach the Greek National Curriculum based on the guidelines of the Ministry of Education, Culture, Sports and Youth. In addition, the material used (textbooks, workbooks and supplementary material) are also provided by the Ministry or based on the experience, creativity and innovation of teachers in the context of modern educational content in the context of the Junior School, always based on the teaching needs of children.

For non-native speakers, books and material are being used, according to each child's level and ability with material approved by the Ministry.

Enrichment Opportunities & Events

Visits and trips to museums, cultural centres, theatres, and parks.

12.5. Music

Curriculum Overview

I would teach children music, physics, and philosophy, but the most important is music, for in the patterns of the arts are the keys to all learning. – Plato

Since the establishment of The Junior School, music has played an important and unique part in the school's identity. Every child in our school is involved in musical activities through lessons and afterschool activities. The Junior School music curriculum follows the UK National Curriculum guidelines and is taught by three music specialists in weekly classes. Additionally, there are many extracurricular opportunities and access to tuition for several instruments. Students grow to love music through performing, listening and creating at every level.

By engaging children in making and responding to music, music teaching offers opportunities for them to:

- develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgements of musical quality;
- acquire the knowledge, skills and understanding needed to make music, for example in community music-making, and, where appropriate, to follow a music-related career;
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

[Excerpt from the music exemplar scheme of work prepared by the Qualifications and Curriculum Authority (QCA) and the Department for Education and Employment (DfEE)]

Our aim is to provide a strong foundation of musical knowledge and experience and to foster a love of music that will last a lifetime. This strong base is built upon at the Senior School, where the wide range of opportunities for tuition and performance continues and broadens further.

Curriculum

Key Stage 1

Having in mind how music helps children build essential skills, express themselves, and grow daily in self-esteem and emotional well-being, KS1 music is an essential and exciting lesson for our children. Year 1 and Year 2 students have music twice a week for 40 minutes (one lesson is in Greek) in the KS1 Music Room. During music, the children are exposed to plethora of fun, educational and inspiring activities including singing, listening, performing and composing.

Singing is part of our weekly routine; whether they sing alone or in small groups in unison or rounds, we focus on good singing which includes warm-ups, posture and breathing. The children are exposed to a variety of repertoire from around the world.

Listening is fundamental to musical understanding. Children have the opportunity to become familiar to a broad range of music, explore different cultures, become more knowledgeable and understand the elements of music and use more advanced vocabulary to express their feelings and thoughts.

Performing is a valuable experience all children should acquire. Playing an active role in the learning process can lead to students experiencing greater gratification in learning. Throughout the year, our students are given many opportunities to perform for their classmates, teachers and family; they can perform individually during music lessons and assemblies or as a group during school events.

Composing is a creative process most children love being part of. Throughout the year, our students expand their imagination through improvisation, use of rhythm and pitch patterns as well as use of musical sound effects. Working in groups, they create their own graphic symbols to keep a record of their compositions. They also learn to read and write music notation.

In music children learn how important it is to work as an ensemble. They help each other and are happy to give and receive feedback from their teacher and classmates.

Key Stage 2

Key Stage 2 music is taught twice weekly (one lesson is in Greek) in the KS2 Music Room or in the classroom. Students sing and play folk songs from the UK and Cyprus, as well as songs from countries around the world. Students deepen their understanding of the elements that make up music through the exploration and creation of sounds and pieces of their own. They also learn how to read and write music notation, to use music vocabulary and symbols, and to work together with their classmates.

Cross-curricular connections are made frequently with history, science, PSHE, literature and other topics studied in class.

In Years 3 through 6, students participate in:

- Singing a wide variety of folk, classical, and modern songs with expressiveness and good technique
- Performing in instrumental ensembles like drum circle, Orff mallet instrument orchestra, boomwhacker group, body percussion group and class rock band
- Focused listening, appraisal and movement to music
- Improvisation and Composition
- Music Technology such as GarageBand and other DAWs
- Reading and Writing music notation

In Years 5 & 6, students use their knowledge of recorders and ukuleles throughout the curriculum to enhance their learning and class performances. We explore Tudor music through Renaissance recorder pieces, the Blues through singing, chording, and improvising in the blues scale on the mallet instruments and the ukuleles and perform as a class ensemble using each student's strengths.

Resources

The Junior School Music Department follows the National Curriculum for England in addition to materials from the well-established music education methods of Dalcroze, Orff and Kodaly. The purpose-built music rooms are well-equipped with instruments and new technology. In addition to

hand percussion and a number of Orff xylophones and glockenspiels, we also have a set of school cellos, violins, ukuleles, djembes, boomwhackers, two drum kits and four acoustic pianos.

The digital projectors and interactive whiteboards allow us to take advantage of the many resources available for music learning on the internet, and we often make use of the plethora of music apps available on the school iPads.

Enrichment Opportunities & Events

The Music Department works closely with the class teachers as well as with teaching assistants throughout the year in preparation for several events.

All through the School all children take part in assemblies and performances where singing, dancing, acting and performing have an important role. Throughout the year our school has regular assemblies in the school hall (or outside), for which the children learn songs, often topic-related, and have the opportunity to perform for their teachers, classmates and families.

Year 1 children take part in a Christmas shows. EY2 and Year 2 students present their own show during the summer term.

Anti-Bullying Week has become an important event at our school the last couple of years. During this week, all Junior School children are engaged in many music activities aimed to promote friendship.

Christmas Bazaar is another popular event at our school which offers many activities and games. Our school choirs are very excited to take part to spread the Christmas spirit and create a festive atmosphere.

In addition to general music classes, students may elect to join the recorder ensemble, choir, beginning string class and intermediate orchestra. These group members are given additional opportunities to shine at the school's annual Key Stage 2 Christmas and Summer Concerts as well as at various school functions and local charity events. Every year or two, we put on a full musical in the Junior School hall with students from Key Stage 2. We also frequently work together with the Senior School choir and orchestra to present school-wide performances at larger external venues. All students are encouraged to give of their best and to contribute to the group, and we take pride in our high-quality per performances and teamwork.

Our school is known for its strong tradition of recorder playing. Students in Years 4, 5 and 6 may choose recorder studies in after school recorder activities. They may also choose to undertake examinations set by The Associated Board of the Royal School of Music. Our results have been excellent, with students usually gaining merit and distinction marks. Recorder students learn to play a variety of styles in small and large ensembles, and they often perform in assemblies or other events, as well as at the Christmas and Summer Concerts.

Students in Years 4, 5 and 6 may learn to play violin or cello in a group setting by joining the Beginners String orchestra. First-year orchestra members focus on learning to hold and care for their instruments, to produce a good tone, and to translate music notation into sound as an ensemble. By the end of their first year of study, students may elect to take violin or cello exams set by The Associated Board of the Royal School of Music (ABRSM). Second and third-year orchestra students develop their technique and reading skills so as to be able to perform more complex pieces, take further ABRSM exams, and take part in the Christmas and Summer Concerts.

There are two Junior School choirs: The Key Stage 1 Choir for Year 1 and 2 students and the Key Stage 2 Choir for students Year 3 –6 which gives the students the opportunity to learn how to work together as a team to create music, as well as how to shape our own individual voices and talents. The repertoire is varied and carefully selected to meet the needs of the singers. Everyone is encouraged to participate and have fun, and students gain confidence through positive reinforcement and successful performances.

12.6. Physical Education

Curriculum Overview

Physical Education is a highly valued and popular subject taught at the Junior School. Pupils look forward immensely to their lessons and enjoy any opportunity to develop and practise their skills.

P.E. is a foundation subject in the English National Curriculum. Through a varied physical educational programme, pupils learn to develop movement and co-ordination skills, games tactics and awareness is raised of the benefits to health and fitness.

In addition to the lessons many pupils participate in inter-house sporting competitions and inter-school competitions.

Curriculum

Key Stage 1

Pupils in Key Stage 1 will experience a variety of activities which will develop a wide range of skills. The main emphasis will be on the physical development of basic motor skills. Pupils will develop such skills as throwing, catching, kicking, running, jumping, dodging and skipping. They will be given the opportunity to use these skills in simple competitive net, striking, fielding and invasion games.

Pupils in KS1 receive two lessons a week taught by a specialist teacher. The curriculum covers:

- Ball handling and games skills
- Tennis
- Circle games
- Co-ordination skills
- Athletics
- Mini games
- Dance and movement

Key Stage 2

Pupils in Key Stage 2 will experience a variety of activities which will develop more complex skills. Pupils will develop co-operation, teamwork and fair play through involvement in a wide range of small-sided, adapted and mini games. Pupils will explore and understand common skills and principles including attacking and defending in invasion, net, striking and fielding games.

All pupils receive two lessons of Physical Education each week from a specialist teacher. Over the school year pupils will be taught the following:

Years 3 and 4

- Teamwork skills
- Dodgeball
- Volleyball
- Athletics

- Football
- Basketball
- Fitness
- Dance
- Cross country

Years 5 and 6

- Handball
- Hockey
- Basketball
- Football
- Fitness
- Dodgeball
- Athletics
- Tag Rugby
- Volleyball
- Cross country

Resources

Sports Equipment and the extensive facilities of the Junior School tennis courts, running track, astro turf, basketball courts and indoor hall.

Enrichment Opportunities & Events

In addition to the lessons many pupils participate in inter-house sporting competitions and inter-school competitions.

Lesson Periods

Years 1 and 2 School Timetable	
Time	Period
7.50am	Registration/Activity
7.55am-8.35am	Period 1
8.35am-9.15am	Period 2
9.15am-9.35pm	Break
9.35am-10.30am	Period 3
10.30am-11.10am	Period 4
11.10am-11.30am	Break
11.30am-12.10pm	Period 5
12.10am-12.50pm	Period 6
12.50pm-1.25pm	Period 7

Years 3, 4, 5 and 6 School Timetable	
Time	Period
7.45am	Registration/Activity
7.55am-8.35am	Period 1
8.35am-9.15am	Period 2
9.15am-9.55am	Period 3
9.55am-10.15am	Break
10.15am-10.55am	Period 4
10.55am-11.35am	Period 5
11.35am-11.55am	Break
11.55am-12.40pm	Period 6
12.40pm-1.25pm	Period 7

Junior School Curriculum and teaching periods		
KS1 SUBJECTS	Y1	Y2
Literacy & Library	9	8
Mathematics	6	7
Greek	10	10
Topic (History, Geography, Science)	2	2
Physical Education (1 Greek session)	2	2
Music (1 Greek session)	2	2

Art	2	2
PSHE/Assembly	1	1
Computing	1	1

KS2 SUBJECTS	Y3	Y4	Y5	Y6
Literacy & Library	9	9	9	9
Mathematics	7	7	8	8
Greek	8	8	7	7
Topic (History, Geography and Science)	4	4	4	4
Physical Education (1 Greek Session)	2	2	2	2
Music (1 Greek Session)	2	2	2	2
Art	2	2	2	2
PSHE/Assembly	1	1	1	1
Computing	1	1	1	1

13. Working Hours

Start of the School Day:

Years 1 – 6: there are members of staff outside on duty from 7.00am onwards.

The whistle is blown at 7.45am and KS2 children then enter the school building whilst KS1 children line up.

Lessons begin at 7.50am for all year groups.

End of the School Day:

Years 1 – 6: school ends at 1.25pm

Afternoon Activities:

KS1 & KS2 Activities begin at 1.45pm

KS1 & KS2 Activities end at 2.25pm

Supervision:

There is an After School Club available until 4:30 p.m. everyday for Years 1 to 6 and is an additional cost

14. School Holidays and Celebrations

School Holidays & Celebrations

- 1st October 2023 (Cyprus Independence Day – is on Sunday this year)
- 23rd – 27th October 2023 (Half Term holiday)
- 28th October 2023 (OXI Day – is on Saturday this year)
- December 20th, 2023 - January 7th, 2024 (Christmas holidays)
- 30th January, 2024 – Three Hierarchs (to be confirmed)
- 18th March 2024 (Green Monday)

- 19th – 22nd March 2024 (Half Term holiday)
- 25th March 2024 (Greek Independence Day)
- 1st April 2024 (Cyprus National Holiday)
- 29th April – 10th May 2024 (Easter Holidays)
- 11th June 2024 (St. Barnabas Day)
- 13th June 2024 (Ascension Day)
- 24th June 2024 (Pentecost/Kataklysmos - Summer Term has finished)

It is noted that all dates are subject to change; parents/guardians are asked to refer to announcements on ISAMs or other communications.

15. The Composition, Operation and Responsibilities of the Teaching Association

All teachers are members of the Teachers Association.

Consultants to the Management 2 elected members from the Teachers Association who will be acting as an advisory committee which assist the Management in directing the school.

Board Representatives are 2 elected members from the Teachers Association who would be able to represent the Teachers Association to the Board and discuss matters that may concern them.

Taking Minutes, one member from the Teachers Association will be elected every 6 months for taking minutes during monthly meetings.

The Teaching Association consults with the Management, Board Representatives and Secretary and shall consist of the following members of Staff and Students:

- The Principal (or his/her representative Headteacher and Assistant Headteachers) will chair the meetings.
- members of the Teaching Staff (elected by the Teacher's Association Committee) will be acting Consultants to the Management.
- members of the Teaching Staff (elected by the Teacher's Association Committee) will be acting as Board Representatives.
- 1 member of the Teaching Staff (elected by the Teacher's Association Committee) will be acting as Secretary for the period of 6 months taking minutes during meetings.

At the beginning of the year the Teachers' Association approves the following issues:

- Teacher's timetables
- Teacher's Duties

The Teachers' Association:

- Assesses students' conduct for report purposes.
- Approves student absences and decides whether a student will be promoted or not based on attendance – in Public Schools students resit a subject in case they have a lot of absences in that subject and may even have to repeat the year.

- Votes on serious Disciplinary issues
- Can have meetings with the PTA to discuss school related issues.

Procedure and Guidelines regarding meetings with Teachers Association:

Meetings take place approximately once a month, usually combined with staff meetings but not always. If the Principal wishes an extraordinary meeting can be called to take place with an attendance of 1/3 of the Association's members or the members can request a meeting in writing stating the reason of the meeting.

The monthly meetings should take place after lessons finish. If an extraordinary meeting is to take place during the school day, then extra care should be taken in order for students to miss as few lessons as possible.

The Principal is the chairperson of each meeting (if he/she cannot attend he/she can appoint another member of his/her team to attend in his/her place). If a member of the Management team cannot attend at all then the most Senior member of Staff can chair the meeting.

The agenda must be provided to everyone concerned at least 2 days before the date of the meeting. No invitation or agenda is required in the event that the members will continue discussing issues mentioned in a previous meeting. During any monthly meeting if the majority of the members requests for a new issue to be discussed then it can be placed on the agenda. The minutes will be recorded by a member of the teaching staff who is elected every six months and the School Registrar who will be responsible to keep all relevant records and archive of minutes from the meetings. The minutes of each meeting are validated and signed by the Chairperson in the next meeting.

In order for any decision taken to be valid the majority of the members present must vote in favor. In the event that there is a tie in the voting numbers then whatever the President of the committee / association or the person chairing the meeting decides is also the final decision. Every decision made is recorded in minutes and all the necessary justifications for that decision are also recorded. If requested the opinion of the meeting's minority voters is also recorded. Voting is conducted in public view (raising of the hand) and is only conducted in secret if requested by the majority of the members. The minutes of each meeting are validated and signed by the Chairperson and the Secretary in the next meeting. Quorum is achieved when half of the association's members plus one are present in the meeting. Non-attendance must be justified at all meetings. If a quorum is not met then the meeting may proceed after a five minute delay with those present.

16. The Duties and Responsibilities of the Headteacher

The main purpose of The Headteacher is to provide professional management and leadership to the school, in consultation with the Principal. The Headteacher of the Junior School must be committed to excellence in standards in all areas of the school and should implement all appropriate school policies as agreed with the Principal and Board of Governors. The Headteacher works closely with the Assistant Heads of each department. The departments are as follows:

- **Key Stage 1:** Years 1 and 2
- **Lower Key Stage 2:** Years 3 and 4
- **Upper Key Stage 2:** Years 5 and 6

The departments are further organised in parallel classes with four classes to each year group; each year group is led by a Year Group Leader who additionally has the responsibility for one of the classes of the year group and reports to the Assistant Head.

17. Duties and Rights of Teachers

Working hours for teaching staff are from 7:30 to 1:30 p.m. daily with 27 teaching periods and an additional afternoon activity. All teaching staff are to participate in planning, training, professional development and other incidental meetings.

All staff members in their capacity as school employees are expected to be a good role model for every member of the community, listening to what children and adults have to say and valuing and respecting their opinions, speaking appropriately to, and in front of, children, their families and all staff.

They are also expected to build positive relationships with parents and carers, establishing respectful and co-operative relationships with them, acknowledging the joint responsibility which must exist between the school and families for the education of their children and respecting parental rights to enquiry, consultation and information with regard to the educational development of their children.

All staff members are expected to be team players and demonstrate a commitment to the school.

Main Duties:

- Planning and preparing stimulating, challenging, enjoyable learning opportunities which take into regard the curriculum of the School and the individual abilities of the pupils in the class
- Consistently teaching at a high level to ensure pupils' learning is challenging and progressing
- Whenever possible, giving immediate oral or written feedback to pupils about their learning so that they know how to improve
- Assessing, recording and reporting on the development, progress and attainment of pupils
- Checking on the academic progress of individual pupils on a regular basis
- Differentiating teaching materials so that tasks and expectations are appropriate and support and challenge pupils whatever their levels of ability
- Ensuring that all records and data collection are kept up to date and that information is passed onto Subject Leaders and the Head Teacher in a timely manner
- Communicating and consulting with the parents or carers of pupils about their child's progress in all areas
- Communicating and consulting with specialist teachers when required
- Communicating and co-operating with agencies outside the School as appropriate.
- Working as part of a team to plan collaborative schemes of work and learning plans for pupils in their particular year group
- Providing guidance and advice to pupils on their social and emotional development
- Maintaining high standards of behaviour in all learning situations; being aware of the School's Behavioural Policy and procedures
- Maintaining a high standard of pupil behaviour in the playground and common areas, being alert and proactive and inform and liaise with class teachers when appropriate
- Reviewing on an ongoing basis, teaching methods and programmes of work
- Participating in arrangements for professional development which support the development of the whole School and the individual

- Participating in meetings at the School which relate to the curriculum, administration or organisation

It is the responsibility of all staff members to carry out reasonable instructions, as requested by line managers/HoDs, similarly to the expectation that students and the school community carry out instruction as requested by them and the School. If a member of staff refuses to obey a reasonable instruction, it will be necessary to investigate the situation and depending on the outcome a disciplinary action may follow.

18. Other obligations of teachers:

Teachers are also expected to host parent consultation meetings twice a year and more often for specific students if required. They are expected to write two reports a year for the students. They are expected to attend all staff meetings and briefings and are required to attend at least one of the following events:

- Fire Works/ School Birthday
- Christmas Bazaar
- Summer Gala
- Other events organized by the PTA.

19. Relations with pupils' parents/ guardians

We believe that the foundation of progress and respect is open and ongoing dialogue between both school, students, and parents/guardians alike. This is done through face-to-face communication and in writing as parents and teachers have the opportunity to update each other through the pupils' planners. Parents/guardians are informed of the need to check the planners daily, for any necessary communication and are also encouraged to initiate conversation through the planners. Parents/guardians are requested to read the planners and respond with their thoughts. Twice a year, the school shares updates in a more focused manner, through Parent's Meetings. At the beginning of every year all parents/guardians are invited to Open Evening events, whereby all information regarding the school year, with expectations and relevant information are communicated in both presentation form and through a document sent for all who may be unavailable to attend. TJSS has also a number of policies to safeguard open, constructive communication between school and parents/guardians. As well as TJSS policies available on the website, pupil planners include a home/school agreement which the parents/guardians are expected to sign at the start of each year.

20. Textbooks, Curriculum

The Curriculum at The Junior School underpins our Purpose and Objectives Statement. The purpose of the Junior School is to provide excellent, innovative and creative education that enables all students to realize their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community; continuing to learn and contributing to a better world for all. Our curriculum offers the means by which students may fulfil the school's purpose: being designed to provide every student, regardless of race, gender, age or ability, rich learning experiences in challenging yet supportive learning environments. The school prepares pupils positively for life in the modern world,

promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs.

These values are taught explicitly through PSHE, and through coverage of the major world religions. We also teach British Values through planning and delivering a broad and balanced curriculum which follows the English National Curriculum. Apart from Greek lessons and some music lessons and PE lessons, all lessons are conducted in English. The Greek syllabus is in line with those designated by the Ministry of Education.

The following subjects are taught formally across the primary school in line with the British National Curriculum (<https://www.gov.uk/government/collections/national-curriculum>) and the school follows the guidelines of the Ministry of Education, Culture, Sport and Youth regarding the teaching of Greek:

- Literacy
- Mathematics
- Greek
- Science
- Computing
- History
- Geography
- Personal Social and Health Education (PSHE)
- PE
- Music
- Art

As stated above, the Greek lessons follow the guidelines and resources provided by the Ministry of Education, Culture, Sport and Youth. The other subjects follow the British National Curriculum guidelines and most resources are sourced online. For Numeracy, however, the Junior School uses the White Rose Maths scheme which provides both physical and online resources.

Homework

Homework covers a range of tasks and activities which pupils are asked to do outside lesson time, either on their own or with their parents or carers. Homework makes the greatest contribution to learning when pupils, teachers and parents/carers share common goals and expectations are clear.

Parents/carers can help by ensuring that students have an appropriate place at home to do their homework, as free of distractions as possible and to assist them in keeping routines without, of course, doing the work for them. Parents should contact their son or daughter's tutor by email or through the school planner with any questions or concerns.

The purpose of homework is to support pupils in their aim to achieve the highest possible standards, by providing them with time to learn outside the normal school day. Homework should also prepare pupils for future learning and lessons by establishing healthy working habits and through the consolidation, reinforcement, and application of skills. Through the setting of homework teachers are provided with the opportunity for further assessment.

Homework is set every night, but its expectations in terms of content and time develop through the school years.

21. Record Keeping

Our school processes (collects, uses and stores) personal information relating to pupils, staff, and visitors, and, therefore, is a data controller. Our school delegates the responsibility of supervising the data protection mechanisms both organizational and technical to the appointed Data Protection Officer.

We hold personal data about pupils to support teaching and learning, to provide care and to assess how the school is performing. We may also receive data about pupils from other organizations including, but not limited to, other schools and the Department for Education. This data includes, but is not restricted to:

- Contact details
- Results of internal assessment and externally set tests
- Data on pupil characteristics, such as ethnic group or special educational needs
- Exclusion information
- Details of any medical conditions

We will only retain the data we collect for as long as is necessary to satisfy the purpose for which it has been collected. We will not share information about pupils with anyone without consent unless the law and our policies allow us to do so. We are required, by law, to pass certain information about pupils to specified external bodies, such as our local authority and the Department for Education, so that they are able to meet their statutory obligations.

Our school aims to ensure that all data collected about, pupils, parents and visitors is collected, stored and processed in accordance with the General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR).

22. Library

The Junior School Library has a stock of over 24,000 books and serves all pupils from Year 1 to Year 6. The library is split into two sections, KS1 and KS2 and has a very large collection of both fiction and non-fiction books in English and Greek. The library employs a full-time librarian and an assistant librarian and is open every day from 7:30 until 2:00 p.m. Each class is allocated one 40 minute lesson a week during which they change their books and listen to stories/poems, etc. Every child takes home both English and Greek books. The librarians also manage the KS2 reading scheme, providing three books at a time to be changed once read. Throughout the year the librarians also run book sales, overseas book sales and several competitions as well as special book-related events, for example during Book Week.

23. Excursions and Visits

Excursions and visits are an important aspect of any student's education. We often have visitors coming to the school but it is also important for the students to visit educational sites, including historical, environmental and cultural.

The Visit/Trip Leader will talk to the Principal or Headteacher to obtain authorization for the proposed trip before any definite plans are made and before any information goes to parents.

Safety is ensured by adequate supervision, meticulous planning and a clear understanding of what degree of freedom is to be given to pupils and again there are many experienced colleagues and the Principal, Health & Safety Officer or School Nurse can give new staff guidance in these matters. Teaching Assistants and other support staff can accompany trips as staff with members of the academic staff. A risk assessment is completed prior to the trip taking place, which is checked by our Health and Safety consultants. Only after the risk assessment has been completed and given final approval can the trip take place.

Recommended staffing requirements are as follows:

- One to 10 (age 5-6 years)
- One to 15 (age 7-10 years)
- One to 20 (age 11-12 years)

In every case, one staff member included in the above ratios must be a teacher. A first aider must be included as a staff member for all trips.

Up until Year 6 all of our trips are day trips. At the end of Year 6 as a celebration of the completion of primary education, a residential trip within Cyprus is organized, which is usually 3 days and 2 nights.

Visits including an overnight stay

For visits involving an overnight stay the recommended staff/pupil ratio is 1 to 15, subject to there being at least 2 staff. For single sex parties one staff member must be of the same sex as the pupils. For mixed parties a staff member of each sex must be included. At least one staff member must be a teacher.

24. The Inspection of Schoolwork

Inspection of schoolwork takes place both internally and externally.

Internally, the Year Group Leaders, Assistant Heads and Headteachers oversee the work scrutiny of the students. This involves giving a teacher 24 hours' notice to hand in a selection of students' books. This can be for any subject and usually the selection includes a range of students with different abilities. The students' workbooks are checked for presentation, formative feedback, summative feedback, self-assessment, peer-assessment, completion of homework etc. The teachers' planning is also checked regularly by the Assistant Heads and teachers are encouraged to give frequent feedback on what worked well and what didn't. In addition, the Assistant Heads and members of the management team inspect the students' planners, including regular signatures by the class teacher and by the parents.

Externally, the school has regular visits from the inspector of Private Primary Education from the Ministry of Education, Culture, Sport and Youth. The school also has external inspections from ISI (Independent Schools Inspectorate) from the UK. In 2016 the school underwent a full inspection and in 2019 a further compliance inspection. Reports on both inspections can be found on the school's website.

The Junior and Senior School Feedback and Marking Guidelines

WHOLE SCHOOL POLICY	
TEACHERS WILL:	STUDENTS WILL:
Monitor students' books regularly to assess progress and learning	Complete all work in books and folders neatly and with care, including dates and titles.
Identify ways to improve the work or promote further learning and progress feedback to the students e.g. -verbally -through notes on board/on sheet -in books in a contrasting colour pen to the one used by the students but not in red -using Office 365	Ensure books are handed in when requested and by the given deadlines Carefully listen to /read teacher feedback. Ask for clarification if the feedback is not clear
Set appropriate tasks to promote learning and progress e.g. -questions to check learning and understanding - corrections - Extending writing Further research and wider reading	Students will complete all tasks to the best of their ability
Provide opportunities for students to respond to feedback and so promote improvement. Time for this should be a regular feature of lessons	Respond to the tasks set to make improvements and learning clear
Expect and ensure that students respond to opportunities for improvement	Expect and recognise the importance of improving work

Tests and Examinations

Assessment Aims

The Junior School is committed to ensure that Assessment, Reporting and Recording provides students, staff, and parents with information to set realistic and challenging targets for students to progress and improve their learning. In turn this will lead to students achieving the highest grades possible according to their level of ability in both internal and public examinations.

The aims of the assessment policy within the school are to improve the learning of all students and enable each to fulfil their full potential. This will be achieved by procedures which:

- ensure that methods of assessment are appropriate for the purpose for which they are intended;
- help to identify individual needs of students to ensure that appropriate teaching methods and materials are being used;
- enable the potential, progress and performance of individual students to be identified and to inform future teaching;
- offer students the opportunity regularly to review progress and set personal targets for the future;
- enable teachers to use objective data to set formal targets for students;
- encourage teaching staff to share and discuss assessment criteria with students and parents/carers;
- encourage students to assess and be aware of the strengths and weaknesses in both their own and other students' work;
- enable teaching staff to share views on progress with students and their parents;
- provide students with the possibility of attaining the highest grades possible according to their levels of ability in summative tests and assessments;

- help students develop their knowledge, skills and understanding to help them reach their potential (in summative tests and assessments).

Procedures

Data on students' attitude to learning and attainment is collected across the year in line with the assessment calendar. These data collections are linked into meetings, progress checks, reports and Parent Information evenings. The monitoring of student progress and effective target setting in all year groups underpins our vision to ensure that every student realises their full potential.

Baseline assessment

In order to do this we use data from Year 1 to Year 6 in Maths, English and Greek, as well as CAT4 (Cognitive ability tests) usually in Year 3 and Year 6 which follow on from our CEM baseline assessment in Reception. In our primary phase, students receive a written report in December and another one at the end of the academic year. Students' progress towards their targets and their attitude to learning is continually monitored. Individual targets are set to help student's progression and we place great emphasis on celebrating success through our rewards system.

Monitoring and evaluation

Data is continually monitored by class teachers, subject co-ordinators and SLT. Data reports are prepared by Curriculum coordinators of English, Maths and Greek in the Junior school at Christmas and the end of the school year / start of new one, identifying students requiring intervention and this is shared with the senior management. For students who are underachieving, an intervention plan will be put in place. This may include extra support, letters home, meetings with parents, setting individual targets or support from an LSA. For those students exceeding their targets, teachers may want to increase their annual targets to ensure there is sufficient challenge. Intervention plans are also put in place to carefully monitor SEN/EAL students.

Grading Policies

Effective marking and feedback should:

- Identify achievements and the next steps in students' learning
- Relate to learning objectives and success criteria for each lesson
- Give students specific praise for the success of their work, showing it is valued
- Give students clear strategies on how they can improve their work
- Be read by students and time should be given for them to improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school (although it is recognised that there are also key stage specific forms of marking or rewarding such as house points, merits, stickers, gems etc)
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work
- Improve levels of literacy across the school

Assessment of Learning – Summative Assessment

Tests or quizzes are used at the end of a unit of work or to test understanding.

At the end of Term 1 KS2 children are assessed in English and Greek. At the end of Term 3 KS2 children are assessed in English, Maths and Greek. KS2 students are also assessed after every unit in Maths.

KS1 are assessed in Maths (end of unit quizzes throughout the year), English (Reading Comprehension test at the end of Term 3) and Greek. Students and parents are informed of their results and targets are set of where to improve.

Clerical Check

If a parent queries a mark on an assessment, then marks will be re-calculated. However, papers will not be re-marked. This Service includes:

- check that everything written has been marked
- all of the marks have been added up to give the correct total mark
- the total mark has been correctly entered
- the application of any adjustments

Assessment For Learning – Formative Assessment

In order to help children to understand any gaps in their learning and to know how to improve, teachers at The Junior School employ formative assessment techniques. This involves less formal assessment on a daily basis during lessons and using homework. Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning.

It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence.

An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.

Aspects of Formative Assessment

Formative assessment uses five key strategies:

1. clarifying and sharing learning intentions and criteria for success (sharing learning intentions)
2. engineering effective classroom discussion, questions and learning tasks that elicit evidence of learning (questioning)
3. providing feedback that moves learners forward (feedback)
4. activating students as owners of their own learning (self-assessment)
5. activating students as instructional resources for one another (peer-assessment) All of the above converge into one central theory:

Using evidence of learning to adapt lessons in real time to meet students' learning needs.

Sometimes a piece of homework may be marked in class by students (they may mark their own or another student's work), guided by the teacher or by assessment specifications and grade criteria. At other times the teacher may mark the work and include written feedback on how it can be improved without including a summative score or grade. However, grades and scores are given routinely in KS2, to help children to know where they are in their learning journey. (For more details on homework, please refer to our Teaching and Learning Policy).

Responsibilities

Year Group Leader/Assistant Head /Head Teacher Junior School – Baseline testing in Junior School

Year Group Leaders Junior/Subject Coordinators Junior – Monitoring progress against targets and intervention strategies

SLT / WLT – overall monitoring of all pupils’ academic progress against targets

Inclusions Manager / SEN Coordinator / GMAT Coordinator – monitoring of progress against targets of SEN / GMAT pupils

Teaching staff – awareness of baseline targets. Regular use of formative and summative assessment to check progress of pupils

25. The Use of Emblems and Political Parties

The Junior School uses The Junior and Senior School logo. It does not make use of any other logos or emblems.

The Junior School does not either explicitly or implicitly promote or adhere to any political party. No promotional material is sent to parents or students regarding political parties or advertisements. The only material which is sent home to parents is voluntary support of charities.

The Junior School flies the following flags on the premises:

- The Junior & Senior School flag
- The flag of Cyprus
- The European Union flag

26. Prohibiting Certain Persons from Entering Schools

A visitor is someone who is expected and has permission to visit the school. Every visitor to the school must enter through the Reception area, sign in and wear a visitor’s badge throughout their time on site. All other entrances and exits are shut during the school day and are only opened at drop off and pick up. It is the responsibility of every member of staff to approach anyone who does not visibly have a visitor’s badge, to politely enquire as to the purpose of their visit. Any suspicious person or package on the school site should immediately be reported to a teacher or member of the Management team. Students are not permitted to socialise with visitors. Teachers on break, in class or around the school must report to management, any student who does not follow these instructions.

In order to protect our children’s safety only staff members are able to access the school site. We ask that parents do not come onto the school site without prior arrangement, that children be dropped off and/or collected from the appropriate points and that meetings, where possible, take place after the school day.

27. Confronting Infectious Diseases

The school has a full time nurse and a dedicated Health and Safety Officer. The school abides by all protocols from the Ministry of Health and the Ministry of Education, in particular in regards to the pandemic.

28. Conducting Fund Raising in Schools

The Junior and Senior School's purpose statement states that we want our students to become 'healthy members of the global community; contributing to learn and contributing to a better world for all'. We believe that active service and charity build a sense of care and we take a very active role in ensuring that our students are involved. There are a range of ways in which we give our students the opportunity to partake in making other people's lives better. This is usually child-led and one such example is as follows: the children apply to make their own products and sell them for charities of their choice, we hold a sale organised by the children themselves every month, selecting a range of charities, the children are responsible for making the products to sell (non-food items only), they design the advertising campaign and run the finances. In addition, students are given the opportunity to come to school in their normal clothes, not their school uniform, on specific, special occasions and for this privilege students are asked to donate 2 euro to a charity. Charities which have benefited in the past two years include the Nicosia Dog Shelter, Ronald McDonald's House for children, Vagoni Agapi, Hope for Children, Cans for Kids, Let's Make Cyprus Green, Sophia Foundation, Rare Genetic Diseases. The charities are then presented with cheques during assemblies when they also have an opportunity to speak to the school about the work of their charity.

In addition, the School Council often works closely with The Cyprus Red Cross. They launch collection campaigns, for example an Easter food collection which they then deliver, sort and pack for needy families in Cyprus. We have achieved 'Eco-Schools' status for the past two years through our affiliation to the global programme whereby each year we choose a different theme to promote, through campaigns organised by the School Council. All single use plastics have been banned and innovative modern water dispensers installed, introduced PMD bins around the school and focused on reducing waste. The School Councils continue to suggest ways in which all members of the school can work together to increase awareness of energy issues and to improve energy efficiency within the school.

29. School Safety and Health Plan

The school has a dedicated Health & Safety Officer and further details are in the Health and Safety Policy. The Health & Safety Officer also liaises with dedicated Health & Safety consultants. The Headteacher meets on a weekly basis with the Health & Safety Officer.

The school is committed to providing a safe work environment to the staff members by drawing their attention to the risks and reporting incidents that have led, or can lead to injuries or damage.

The cooperation of all staff members, the compliance with relevant guidelines, emergency procedures and the participation in occasional exercises addressing risks, e.g. earthquakes or fires, is required in order to avoid accidents.

Smoking is forbidden throughout the School's premises. Smoking may be allowed outside the School's premises and only in designated areas and where containers will be provided for the disposal of cigarette butts and other waste.

Children who are ill during the day are sent to the Nurse. If needed, the nurse contacts the child's parents to pick them up, and informs the class teacher as well as the bus company (if applicable).

All accidents are reported to the Nurse, who records them in the Accident Book. If the accident happens when the nurse is not on duty, the member of staff involved records the accident. All head injuries/bumps are immediately reported to parents with a phone call and/or text message. If another member of staff assumes the responsibility to contact the parents, the Nurse records their name in the Accident Book.

30. Parent and Teachers Association (PTA)

The PTA is committed to organising and staging events which bring together the whole school for the entertainment and enjoyment of all. When their events turn a profit then the extra funds are directed to non-curriculum extras or contribute towards the upgrading of the school's facilities. At the PTA AGMs, parents are invited to put themselves forward for the committees according to vacancies available.

The Junior School PTA is an active and successful association with the simple goal of growing into a strong and supportive team, promoting parent and teacher involvement in the school community and making the school an even greater place for our children. The more parents/guardians exchange views about their children with teachers, and on them build their children's education, the more they help to form a coherent and integrated community.

31. Information on Other Services (EAL/SEN/ etc.)

TJSS is an equal opportunities establishment and welcomes applications from parents of children with Special Educational Needs and Disabilities or children who have English as an Additional Language. The School has a Special Educational Needs Coordinator who oversees a department of SEN trained staff, liaises with external agencies and provides support, advice and in-house training to School staff.

The Principal has the responsibility for all decisions concerning the acceptance and/or non-acceptance of pupils with disabilities after consultation with colleagues and parents in order to establish whether a pupil's individual needs can properly be met or not by the school.

Admission to the School depends upon a prospective pupil exhibiting the potential to cope with mainstream education. This includes an extended National Curriculum in all parts of the school. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge confident, well-educated and well-rounded and with a good prospect of a satisfying life.

TJSS's policy is to apply the above criteria to all pupils and all potential pupils regardless of any special educational need or disability of which it is aware.

Definition

Pupils are described as having 'special educational needs' (SEN) or 'special educational needs and disability' (SEND) if they have a learning difficulty and /or disability which needs a special education provision made for them.

A learning difficulty means that:

A child has a significantly greater difficulty in learning than the majority of children in the same age group both at school and 'nationally' or has a disability which is defined as someone who has a mental or physical impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

EAL – Children with English as an Additional Language are defined as follows:

'Pupils who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the School.

TJSS recognises the need to provide a supportive, positive learning environment for students with Special Educational Needs or Disabilities and for students who have English as an Additional Language.

Procedure to Support Pupils with Special Educational Needs and /or Disability and English as an Additional Language

On application to the school, a request is made for information on the pupil. Parents should communicate to the school any information they have about the pupil with regards to Special Educational Needs or disabilities and provide the necessary documentation.

All pupils, including those with Special Educational Needs and English as an Additional Language, must sit and pass the school's Entrance Exam in order to be offered a place at TJSS. Special provision and accommodations for the Entrance Exam will be made if the school has proof of prior provision from a previous school or there is an educational psychologist's report.

On acceptance to the school

The student with SEN(D)/EAL is included on the school's SEN(D)/EAL register.

