

THE JUNIOR AND SENIOR SCHOOL



inspiring young people to think and care



**NURSERY AND KINDERGARTEN
STUDY GUIDE 2023-2024**

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1. School Details

The Junior School
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Website www.tjss.ac.cy

Principal: Mr. Peter J McMurray BA Hons, PGCE

School Calendar

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

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)

Please note that all dates are subject to change; please refer to the school website for updates.

All our key policies, including those relating to Health & Safety, can be found on our website as well as current staff details and areas of responsibility. <https://www.tjss.ac.cy/policies-procedures/>

2. Welcome from the Principal

Peter McMurray BA HONS, PGCE

I am very pleased and proud to present to you our Study Guide 2023-2024; whether you are a current parent or interested in sending your son or daughter to TJSS, I hope that you find it useful. The main objective of the Guide is to provide useful information and highlight important dates of this year's school calendar, enabling parents/guardians, first and foremost, to be informed and, by extension, to manage their children's school needs and obligations more effectively. This useful tool, in addition, can be a catalyst for strengthening cooperation, meaningful communication and dialogue between the school and the family as well as helping to develop our relationship of collaboration and communication with the Ministry of Education and Culture, who we thank for all their support.

We also boast a unique governing body, formed entirely of parents ensuring that, as a non-for-profit school we are focussed on the best use of our resources so our students and staff can have the best environment in which to work. Choosing a fee-paying school is a significant commitment, especially in these challenging times, but having governors who know the school from the 'inside out,' who have wide experience in the world of education, finance, marketing, and leadership is a huge benefit.

As I approach the end of my first year as Principal of the school, I have found myself frequently speaking of how we must put teaching and learning of our students at the centre of everything we do. We are professionally and ethically bound to ensure that across both campuses we provide all our students with a safe, pleasant, and happy environment full of opportunities inside and outside of the classroom. Please visit our website and Facebook page for up-to-date news of their achievements and experiences.

Thank you for putting your trust in us as we as a school fulfil our commitment to provide our students with the very best learning environment possible.

3. The Governing Body

Governance

TJSS is unique in Cyprus in that it is a not-for-profit company owned by parents. The affairs and property of the school are managed by the Directors of the Company, the Board of Governors, whilst the Principal and the Senior Leadership Team have the responsibility for its day to day running.

The Company's sole purpose is to ensure, via its Board of Governors, AGMs and EGMs, the ongoing success of the School, within the ethos of our statement of purpose and objectives, in the best interest of the children.

The Company stages an Annual General Meeting, with an agenda that always contains the following:

- Approval of the minutes of the previous AGM
- Presentation (and approval) of the audited accounts of the previous school year
- Appointment of auditors
- Appointment of Board of Governors (if applicable)
- Principal's report to the members
- Any other business

The Board consists of eleven members, ten of which are elected by all Company members during the Annual General Meeting at the end of the summer term. Governors are elected for a period of three years, at the end of which they are eligible for re-election for another three-year period. The eleventh member is an individual who is not a member of the Company (nor a parent/legal guardian of a student in the school) and is appointed by the Board for one year, with the possibility of renewal for a total of three years.

This group of volunteers brings to the school their wide range of backgrounds and professional expertise. Effective governance is a key aspect for the success of every school. Governors have a vital role to play in contributing towards setting the vision and the strategic direction given, the goals aimed at, and the ethos aspired to. The Board is working closely with the school's management to safeguard that each pupil has access to the best possible education, within a safe, stimulating and highly positive environment.

The Board meets on a monthly basis, but further meetings are held in its three permanent committees, according to the Memorandum and Articles of Association, the Junior School Committee, and the Senior School Committee, as well as the Finance Committee and other ad-hoc committees. All committees deliberate and present their suggestions to the whole Board, which examines and decides whether to approve or not the recommendations made.

For the 2023-2024 Board please refer to our website.



4. An Overview of TJSS Nursery and Kindergarten

4.1. School Mission & Aims:

The school aims to provide for its pupils an excellent, innovative, and creative 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 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 3-19. Around 800 children attend the long-established Junior School and around 650 the rapidly expanding Senior School, which can also be joined by students from Greek and other primary schools in Year 7 (equivalent to the first year of gymnasium). The medium of communication in our school is the English Language and therefore all our students graduate fully proficient in speaking, listening, reading, and writing in English.

The Junior School has a single site in a magnificent setting in the heart of Nicosia, nestled amongst Government Ministries, The Presidential Palace, and Ayios Demetrios Park. With an enviable location and over 75 years of history, the school provides superb facilities and a first-rate education.

The School is relatively large and over-subscribed, yet we pride ourselves on our strong sense of community and warm and friendly atmosphere. Our academic and social standards are outstanding and by the time the children complete Nursery and Kindergarten they are well-prepared for primary education.

4.2. Structure

The Nursery and Kindergarten of TJSS is organised into the following structure:

Early Years Year Groups	Age	Campus
EY2	3 years old	Junior School Campus
EY3	4 years old	Junior School Campus
Reception	5 years old	Junior School Campus

TJSS is a licensed Private School of a different type to that of the Public Schools in Cyprus but operating under the regulations of the Ministry of Education, Culture, Sport, and Youth. In the Early Years, the National Curriculum for England programmes of study of the Foundation Stage is taught to children aged from 3 to 6. Pupils are assigned to classes according to their age, which is subject to the Cyprus Ministry of Education, Culture, Youth and Sport requirements.

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. Additionally, as a PGCE training school since 2018 in collaboration with the University of Sussex we are committed to training our teachers to the highest standards in modern pedagogy.

Sport and Health

Sport is an integral and compulsory element of our curriculum throughout the School. Success in sport helps the pupils to build their sense of fair play, resilience, and determination, as well as encouraging a sense of teamwork.



5. The profile of TJSS Nursery and Kindergarten

Headteacher: Mrs Naomi Theocharides

Assistant Headteacher: Mrs Cally Xenophontos

Number of classes per year: EY1: 1, EY2: 2, EY3: 3, RECEPTION: 4

Number of students per class: EY1: 16, EY2: 20, EY3 and RECEPTION: 24

The class teacher is the focus of support for each pupil; we use a 'home room' structure, meaning that most lessons are taught in a classroom that each child recognises as their 'home base.' We encourage a strong and supportive relationship to develop between parents and the teacher, through formal and scheduled meetings and presentations, as well as informally, via the school planner.

We ensure that the children get a wide range of opportunities to have their daily school lives enriched through a variety of clubs, sporting and musical performances and other events, to allow for the development of the whole child.

Our school believes that children deserve the best start to their education. The Early Years team strives to create a safe, fun, joyful, memorable, and supportive environment for children. We are committed to providing quality Early Years education that is creative, challenging, active, and broad to foster excitement and a thirst for knowledge.

We recognise that to be successful in school, your child needs support from both the home and school. We believe a strong partnership with you will positively impact your child's education. As partners, we share responsibility for your children's success and promise to do everything possible to fulfil that responsibility.

School Structure

The Nursery and Kindergarten includes the following groups: EY1 (will be phased out this academic year), EY2, EY3 and Reception

It is further organised in parallel classes within each year group; each year group is led by a Year Group Leader who will also have responsibility for one of the classes of the year group.

The teaching and organisation of each core subject is supported by a subject leader within the Junior School, however the Assistant Head will have an overview of all subjects being taught including the foundation subjects, and will ensure standards are maintained, new methods and activities are incorporated into schemes of work and that the appropriate resources and facilities are available to the children.

We limit the class size to 24 children in Early Years 3 through to Reception. However, in Early Years 1 the class size is 16 children and in Early Years 2 the class size is 20 children. In this way the children will receive maximum attention in all their learning activities. The Early Years classes each have a learning support assistant as well

as a qualified teacher with an additional ‘floating’ assistant. The Reception classes each have a learning support assistant as well as a qualified teacher.

Support for children having trouble with their learning would initially be offered by the class teacher, liaising closely with the parents. If the issue is more serious, the Learning Support Department, which supports children with learning difficulties, and/or English as an Additional Language Department can be utilised. In some instances, the School may call on the services of external experts such as educational psychologists, speech therapists or other appropriate professionals.

Start of the School Day:

Early Years 1: children can be dropped off from 7.30am in their classrooms.

Early Years 2 – Reception: there is early morning paid supervision from 7.00am in an allocated classroom and there is outdoor supervision from 7.30am in their own playgrounds.

Lessons begin at 7.50am for all year groups.

End of the School Day:

Early Years 1: children can be picked up from 12.30pm – 1.30pm.

Early Years 2 – Reception: school ends at 1.20pm.

Lesson Periods

Reception School Timetable	
Time	Period
7.50am	Registration
7.55am-8.15am	Everyone Reads In Class
8.15am-9.00am	Period 1
9.00am-9.15am	Snack Time
9.15am-9.35am	Break
9.35am-10.30am	Period 2
10.30am-11.10am	Period 3 and Story
11.10am-11.30am	Break
11.30am-12.10pm	Period 4
12.10pm-12.50pm	Period 5
12.50pm-1.20pm	Story Time

A typical day in Early Years would be:

Time	Activities
7:50-8:15am	Welcome, Morning Meeting, & Play to Learn
8:25-9:00am	Circle Time or PE, Music, Library
9:00-9:20am	Play to Learn & Small Group
9:20-10:40am	Snack & Free Play Garden
10:40-11:00am	Circle Time
11:00-11:30am	Greek
11:30-12:20pm	Play to Learn & Small Group
12:20pm-1:00pm	Fruit & Garden or Music
1:00-1:20pm	Afternoon Meeting & Home Time



The Junior School Site

The Main Building: originally built in 1954, the building that most casual passers-by think of as 'The building with the Arch', has recently been renovated to a high specification.

Specialist facilities include a multipurpose hall and performance space, specialist teaching areas for learning support, the administrative areas, and a large and well-equipped library.

The Junior School Library: the library has a stock of over 26,000 books and serves all 816 pupils from Early Years to Year 6. The library has an exceptionally diverse collection of both fiction and non-fiction books in English and Greek. The library employs a full-time librarian. Each class is allocated one 30-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. Throughout the year the librarian also runs book sales, oversees book sales and several competitions as well as special book-related events, for example during Book Week.

The Early Years program is housed in the annex. Originally constructed in the early 1960s, the previous annex has been recently demolished and replaced with a new and modern building. The new annex was completed in September 2015 and boasts a prime location facing the sports fields and forestry land.

Our Early Years students spend their time on the ground floor of the annex, which features an array of amenities including ensuite toilets and an enclosed shaded play area outside. This designated space provides a safe and stimulating environment for our youngest learners to play and learn.

Canteen

At The Junior School Nursery and Kindergarten, we have a newly built canteen which offers a healthy range of snacks and lunches. Parents may order food for their children either by email or through the Kantinapp.

Preparing for Nursery and Kindergarten

We look forward to welcoming your little ones to our Nursery and Kindergarten!

Parents/guardians, we understand that you may wish to assist in preparing your child for Nursery and Kindergarten, and we applaud your efforts. It is noteworthy, however, that our Early Years curriculum is thoughtfully designed to support and enhance the fundamental areas that your child is naturally developing at home, which include but are not limited to fostering independence, developing basic communication skills, acquiring social skills, building general knowledge, enhancing emotional maturity, and strengthening linguistic and cognitive abilities.

Preparing for Primary School

The transition of children from Nursery to Primary School is considered one of the most critical phases of childhood. Although most of our students transition to our primary school, admittance into primary is not automatic and parents need to apply for their children to be admitted into the primary phase. In addition to this application, there must be no pending fees and no reports of improper behaviour and parents, and students need to have adhered to the school agreement as per the student planner. In addition, the pre-payment for Year 1 must have been settled. A smooth transition is crucial for their healthy psychosomatic development, socialisation, and academic development. Nursery plays a pivotal role in shaping your child's outlook on primary school and supporting their successful adaptation. As parents, we encourage you to create a structured routine that promotes a positive start to the school year and supports the entire family.

6. Curriculum, The Junior School at TJSS

6.1. Early Years (EY) 1, 2, 3 & Reception

Curriculum

In Early Years we follow the Early Years Foundation Stage Framework (EYFS) putting play and exploration at the heart of a child's learning. We support our children to become independent and collaborative learners by providing a range of activities and experiences. Through these experiences we encourage children to take risks, discover and make links between their explorations.

There are 7 areas of learning and development broken down into 2 areas, prime and specific.

The 3 prime areas of learning:

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

These three key areas contribute to igniting children's curiosity and enthusiasm for learning. It also sets the foundation to develop skills in four specific areas:

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

6.2 Early Years Foundation Stage

Curriculum Overview

EY1-Reception

Smooth growth and development of a healthy personality:

- To develop children's feelings
- To strengthen their personality and self-image
- To cultivate learning skills such as observation, experimentation, recording, presentation of thoughts and ideas, listening and dialogue.

The topics we work on come from the children's environment, their experiences, their interests, and current trends. The whole programme is governed by the child-centred principle and is adapted to the needs of the children.

Language education focuses on oral processing (listening, expression, comprehension, vocabulary enrichment, discussion, description).

The purpose of language education in the first school period is to offer the right experiences within the interests and abilities of the children, so that they can socialise linguistically and develop their identities to combine communication skills (verbal and non) and skills in differentiated use of speech (oral and written). The basic teaching approach is learning through play. Thus, children enjoy both free and structured play which is supported through specific learning centres. These include manipulatives, art materials and toys that offer opportunities for exploration and discovery, such as a puppet show, musical instruments, books, computers, and nature.

Language and Literacy

Our goal is the language development and communication skills are enhanced through contacts with others within the class and in addition, in sociocultural contexts beyond that. Therefore, we invest in language

education (including development of writing skills) in a way that it recognises and cultivates the way each child develops as an individual and socialises in rich environments in which is utilised in a flexible and creative way to adapt and respond to variable conditions of communication and participation in various social practices.

Our aim is for the children to:

- perceive and understand the sounds contained in letters and words.
- perceive and recognise the similarities and differences between the sounds of the words, the shapes and to compare shapes, letters, words, and images.

Mathematics

One of the seven areas of the Early Years Foundation Stage, mathematics helps children gain confidence and competence with numbers while also fostering an awareness of shapes, space, and measures. It is crucial that young learners can do this in a variety of ways, such as by adding and subtracting, using objects and quantities, and comprehending concepts like weight, position, distance, and money.

Enrichment Opportunities

Trips and Visitors:

EY3 & Reception 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, EY3 & Reception have visited a dinosaur exhibit, a local bakery, The House of Fairy Tales, The Donkey Farm, the local fire station, and Neo Plaza.

EY1 & EY2 have had on site visitors from The House of Fairy Tales, a marine biologist, a dentist, a fire fighter, and a police officer.

6.2. Greek

Curriculum Overview

The Junior School, 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 environments. In this, students are encouraged to cultivate spiritual composition and develop self-efficacy.

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.

6.3. 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 Department follows the National Curriculum for England guidelines, the National Curriculum set by the Ministry of Education, Sport and Youth in Cyprus 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 various 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 solid 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.

Early Years and Foundation Stage

Music is taught twice a week to Early Years students in both English and Greek based on the Early Years Framework and Cypriot National Curriculums. We aim to make music a fun and enjoyable learning experience. One that is inclusive and accessible to all children. Our curriculum is carefully crafted to ignite all aspects of a child's intellectual, social-emotional, motor, numeracy, language, critical thinking, and creativity during the early stages of development. Through singing, listening, dancing, and performing, we aim to ensure children's understanding of music through a high-quality music education.

Resources

The Junior School Music Department follows the National Curriculum for England and the National Curriculum set by the Ministry of Education, Sport and Youth in Cyprus, 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 innovative technology. In addition to hand percussion and several Orff xylophones and glockenspiels, we also have a set of school cellos, violins, ukuleles, djembes, boom whackers, 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.

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.

Starting from Early Years, all children take part in assemblies and performances where singing, dancing, acting, and performing have a key 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.

Early Year 2 students have a performance in the Summer Term while Early Year 3 and Reception have Christmas shows.

Friendship 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.

6.4. 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.

Curriculum

Early Years Foundation Stage

P.E. is taught twice a week to Early Years students in both English and Greek based on the Early Years Framework and Greek National Curriculums. These lessons are designed to teach children how to move in empty spaces with consideration for themselves and others. They begin to learn how to negotiate obstacles safely, developing their balance and coordination and improving their gross motor skills. Children learn to become confident in walking, running, skipping, and dancing as they begin to explore sharing and cooperation with the introduction of team games. Basic ball skills that involve throwing and catching help develop hand to eye coordination.

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 the Early Years children participate in a Sports Day every Spring.

7. Assessment

The Nursery and Kindergarten of TJSS 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/caregivers.
- 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.
- help students develop their knowledge, skills and understanding to help them reach their potential (in summative tests and examinations).

For further information about Assessment including:

- Procedures
- Baseline assessments
- Monitoring and evaluation
- Assessment for Learning and the use of Formative Assessment
- Assessment calendars and procedures
- Staff responsibilities

Please see the relevant policy: TJSS Assessment Policy

8. E-learning and Safety

Distance learning procedures (during the pandemic when students had to stay at home but also used for students having to self-isolate etc.)

- All students have a 365 account. Pupils have restricted access to email and are not able to send or receive email outside the organisation or with other students in the School.
- In Early Years and Reception, pupils have a reduced timetable when distance learning.
- All lessons are scheduled through Teams so that the lessons are scheduled in the student's Teams calendar. All meetings are set up with the following settings:
 - Only people in the organisation can bypass the lobby.
 - Only the organiser can present.
 - If educators want to generate breakout rooms for a lesson for group work or to support SEN children, this is set up by the educator.
- The educator has the option to turn on the camera but must make sure that:
 - the blur background feature or an appropriate background scene is applied,
 - no one else is visible in the background,
 - no personal information is identifiable in the background,
 - they try to use a quiet area without distractions.
- In the case of Early Years and Reception students, a parent or guardian is usually present with the child and has the option to turn on the camera providing the rules of camera use are implemented:
 - no one else visible in the background,
 - no personal information identifiable in the background,
 - blurred background or appropriate background effect must be applied.
- If guest speakers are to be invited to a lesson, the speaker must be approved by management and should be invited through Teams. The guest will be admitted through the lobby during the lesson.
- Anyone trying to join the lesson without an organisation account is not admitted or allowed to bypass the lobby. This also includes students who may claim that they have forgotten their password and want to connect as a guest.
- It is prohibited to record the live lesson, but teachers are encouraged to create recordings of material so that students can refer to it later.
- Lesson delivery is largely dependent on the educator, but the school encourages educators to keep delivery of lessons to approximately 15-20 minutes.
- *Reception only:* All assignments and homework are scheduled using Teams Assignments so that the students have a wholistic view of the work they need to complete for all subjects.
- Students misbehaving during lessons are reported to management.

9. Admissions

9.1. Introduction

The Principal, together with the Heads of TJSS and Registrar, are responsible for admissions and for the operation of this policy. The selection criteria, interview procedures and entrance examination process are determined and reviewed from time to time. Documents supporting each application for admission, together with selection and interview notes, as well as examination results are retained by the school for at least one year after the interviews or examinations, whether the applicant is offered a place. *Each year the Board of Governors reviews the admission statistics and is ultimately responsible for the admission of all applicants and the setting of the admissions policy. The Board reserves the right to refuse admission of any applicant and this decision will be final.*

9.2. Admission entry points

TJSS accepts applications for all year groups at any time of the year. The School takes the applicant's age before the 1st of September to determine qualification for entry at:

- a. Early Years 2: 3 years old
- b. Early Years 3: 4 years old
- c. Reception: 5 years old

Please note that from this is the final year of having Early Years 1 classes. From September 2024, Early Years 1 will have been phased out and no more applications are being accepted.

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 academic reasons. Written permission from the Ministry of Education, Culture, Youth and Sports is required for a placement in a chronological age group other than the one specified in the official guidelines.

Applications are accepted for entry point at non-standard entry points at any year group depending on availability and on the relevant admission criteria for the respective year group as indicated below.

9.3. Application Process

The school has a maximum of 96 students per year group. In Early Year 2, we have two form groups of 20, in Early Years 3, 3 groups of 24 and in Reception 4 groups of 24. The additional places are offered to external candidates who successfully complete our admissions process.

Applicants will be considered as candidates for admission when the registration form has been completed and returned to the school (<http://www.tjss.ac.cy/application-form/>) Along with the relevant documentation and the (non-refundable) registration fee.

Due to high demand, early submission of application forms is advisable. Families with siblings are advised to apply (for Early Years and Reception) by June 30th of the academic year preceding the applicant's proposed entry into the school.

9.4. Assessment Criteria

Admission to TJSS is based on the below:

Early Years 1:

No formal assessment

Early Years 2, 3 and Reception:

Applicants are invited to an interview with an Early Years member of staff during the Autumn term of the academic year preceding the proposed entry into the school. A range of activities and tasks is undertaken to provide a comprehensive profile of attainment and aptitude. The areas assessed are social, fine motor and language skills. The assessment takes place in a warm and relaxed atmosphere to avoid any anxiety. A report from the applicant's school at the time of application is also required with comments on academic and social development. A selection committee (comprising of members of staff and Senior Leadership Team) convenes to decide on offers of a place.

9.5. General Information on Admissions

The offer of a place

Offers of places are made in writing. The School is not obliged to state its reasons for rejection of an applicant, nor will it give out the examination mark obtained. Acceptance of a place offered must be confirmed within two weeks of an offer being made.

Applicants are assessed based on their total performance in the entrance examination, school report, reference (where applicable) and performance at the interview and places are then offered accordingly. If payment has not been made by the deadline date set in the offer letter to internal or external applicants, the School reserves the right to withdraw the offer of a conditional place (and offer this place to another applicant from the waiting list). Should a parent subsequently decide not to take up the place offered after this time **the entrance fee is not refundable**. The confirmation fee is refunded in whole or in part to offset the genuine estimate by the School of the loss it will suffer by the parents failing to honour the contract with the School, and only when the place has been taken by another applicant.

Deferred entry

Parents/carers of applicants who have been offered a place may request to defer entry, but this must be put in writing to the Registrar/Admissions Manager at the earliest opportunity. The request may be accommodated in cases where there are places available for subsequent years of entry and the School reserves the right not to defer a student's entry.

Over subscription criteria

If the school is oversubscribed the applicant is placed on a waiting list and places will be allocated according to availability, with priority given to alumni and those with siblings already at the School and taking any assessment into consideration.

Children with Special Educational Needs/English as an Additional Language

Applications are accepted from children with Special Educational Needs as we are an inclusive school. It is, however, a prerequisite that all external candidates pass the entrance exams set by the school before they are offered a place at TJSS. Special provision and accommodations will be made for the Entrance Exam if we have proof of prior provision from a previous school or an educational psychologist report completed and signed by

a registered psychologist. However, the school reserves the right to refuse admission to a child with SEN if we consider the needs to be so severe that they go beyond our ability to support that child academically, physically, socially and/or financially. Similarly, we welcome children with English as an Additional Language and will support their integration fully.

Any SEN, EAL or medical needs must be declared on the application form. If any information is not disclosed and the school subsequently establishes that the condition was previously known, we reserve the right to ask the parents/caregivers to withdraw the child. While recognising and fully supporting parents' rights to have a school of their choice for their children, the school's ability to accept children with particular needs is dependent on the supply of resources suitable to the needs of the individual student. Where the school deems that further resources are required, it will, prior to enrolment, request the parents/carers to provide the resources required to meet the needs of the child as outlined in the psychological or medical report. The school will meet with the parents of the child to discuss the child's needs and the school's suitability or capability in meeting those needs.

The School reserves the right to amend its Admissions Policy at any time. Parents/guardians are advised to check on the current Admissions Policy at time of application. Please note the School reserves the right to store children's personal data (The Processing of Personal Data – Protection of Individuals Law 2001).

10. Student's rights and obligations

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 Early Years to Sixth Form are listened to and provided with early help and support if needed. Good behaviour is actively encouraged, and students are motivated to work and conduct themselves in alignment with the school's goals. Our school takes all possible measures to prevent any undesirable conduct.

10.1. Student Voice: Nursery and Reception

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

In the Early Years, pupils have the opportunity to participate in "show and tell," where they share items of interest from home or related to their current topic of study. As they progress through the school, promoting dialogue and critical thinking is emphasized through literacy and drama activities.

10.2. Rewards & Consequences: Nursery and Reception

The 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 (in Early Years and Key Stage 1) is the foundation of the school ethos in promoting positive behaviour.

At our school, we believe in recognising and celebrating positive behaviour in our students. One way we achieve this is through weekly "Star of the Week" awards for each class, where one student is selected for demonstrating outstanding behaviour in the classroom and around the school. These exceptional students are presented with a certificate to take home and another that is displayed on a board for the entire school community to acknowledge.

We place a great emphasis on teaching them about natural consequences and the importance of making responsible choices. In the Early Years, we focus on helping our students understand the difference between "green choices" and "red choices." We believe in nurturing a positive learning environment where all students feel valued and encouraged to make good choices.

10.3. Prevention of Bullying

Bullying is the wilful desire to hurt another: physically, verbally, or emotionally, and to put that person under stress.

A student is bullied or victimised when he is subjected, repeatedly, and intentionally, to negative actions by one or more other pupils (Olweus, 1986, 1991).

The phenomenon of school bullying manifests itself as aggressive behaviour among students, which has the following characteristics:

1. an event of school bullying may be carried out towards an individual or group,
2. deliberate, unprovoked and undesirable,

3. repeated or with a high probability of repetition,
4. the existence of a power imbalance,
5. in order to cause physical and/or psychological pain,
6. the damage that can be caused is physical, psychological, social, or learning.

The responsibility to take positive action to prevent and to remediate bullying lies with every member of the school. Onlookers to incidents of bullying can be seen as complicit.

Ways to intimidate:

- **Direct: occurs in the presence of the target person** (e.g., pushing, cursing, etc.)
- **Indirect: does not occur in the presence of the target person** (e.g., spreading false and/or harmful rumours, etc.)

Forms of intimidating behaviour:

- **Physical: use of physical force by the person who intimidates towards the target person** (e.g., beatings, kicks, punches, spitting, tripping, shoving, threatening/unwanted gestures of sexual content, coercion to commit sexual/offensive acts etc.).
- **Verbal: verbal or written communication from the person who intimidates the target person which causes harm; verbal bullying includes** taunting, use of disadvantage, swearing, threatening, or insulting messages, inappropriate sexual comments, and verbal threats etc.
- **Relational: behaviour by the person who intimidates, intended to damage the reputation and relationships of the target person with other people.** It occurs indirectly when the person who intimidates, spreads false and/or harmful rumours, writes derogatory comments in public places, or exposes photos of the target child in a physical or electronic space, without their permission or knowledge.

Destruction of property: theft, alteration, or destruction of property of the target person by the person who intimidates, with the aim of causing them harm (e.g., theft, seizure or destruction of personal belongings, deletion and/or alteration of personal electronic information).

Children are made aware of the need for all children to work in a happy and safe environment through messages given during Circle Time and assemblies or through events held during Friendship Week. Central displays will also reiterate our anti-bullying message and all children are given the opportunity to develop an understanding of what bullying means and how hurtful it can be.

Our anti-bullying policy focuses on promoting positive behaviours, such as being kind, empathetic, and respectful towards others. We encourage our children to make friends, to be inclusive, and to treat others the way they would like to be treated. We believe that friendship is a powerful tool for preventing bullying and creating a sense of belonging and community.

Staff appreciate the seriousness of bullying that can cause both physical and psychological damage; at our school, staff, parents, and children work together to create a happy and caring learning environment. Identified bullying, verbal, physical or indirect, is never tolerated.

The School's Staff Code of Conduct, e-Safety Policy, Safeguarding and Child Protection Policy, Rewards and Sanctions Policy, Supervision Policy and Restraints Policy as well as Ministry of Education guidelines all form part of a series of protocols and measures to detect, prevent and address bullying.

11. SEN Provision

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 with the department, 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 to establish whether a pupil's individual needs can properly be met or not by the school.

Admission to the Nursery and Kindergarten at TJSS 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 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.

Staff Training Workshops

Staff Training Workshops provide an opportunity for staff to be briefed regarding the needs associated with particular forms of difficulty/disability. Since many staff encounter any child during the course of his/her education, it is important that there is a good level of awareness as to the issues which are likely to arise and to be informed of the best teaching and learning practices to be used in the classroom to support the pupil.

Health and Safety

Pupils with certain learning difficulties/disabilities will be at greater risk of accident or injury. The school will undertake a specific risk assessment for all children entering TJSS and will determine in each case what particular action or procedures may be necessary to avoid or reduce risk.

Curriculum Modification

Depending on the individual circumstances, the full range of school academic and non-academic activities may not safely or reasonably be available to pupils with learning difficulties/disabilities. An assessment will be made as part of the admissions process and parents will be advised accordingly. Where reasonable and practicable, other options will be offered.

Participation in sports and afternoon activities

Risk assessments will be necessary for each pupil with disability per sport/activity.

School Trips

School trips are already subject to scrutiny at the planning stage. Risk assessments will be appropriate for pupils with learning difficulties/disabilities and parents will be advised accordingly.

Counselling

It is recognised that specialist counselling may from time to time be appropriate for particular pupils. Needs would be assessed on a case-by-case basis.

TJSS Database

Access to pupil information by the teaching staff is particularly important where pupils have learning difficulties/disabilities or other challenges which make them vulnerable or can put them at risk in particular situations. TJSS database enables information to be held which is relevant to the needs of pupils. The database incorporates information concerning medical/health issues, particular risks or concerns arising from a disability, and learning difficulties.

Specific Disabilities

Pupils falling into this category can be the most challenging for schools. Each case is assessed individually, and parents are advised as to whether the school can accommodate the needs of their child. TJSS must know the details concerning pupils' circumstances and requirements before any final decision is made.

Legislation

Provision for children with SEN(D)/ EAL in the school is in line with Cyprus and UK legislation, because the rights of children with special needs are safeguarded by international declarations and conventions ratified by the Republic of Cyprus.

This document should be read in conjunction with the school's relevant policies.

12. Tuition Fees: The Nursery and Kindergarten at TJSS

FEES AND PAYMENT DATES

The following is a listing of the Junior and Senior School fees and timing of prepayments 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>	
	€	€	€	€	€
Early Years 2 and 3	500	1,566	1,567	1,567	5,200
Reception	500	2,066	2,067	2,067	6,700

PAYMENT METHODS

The School does not accept any cash payments. Fees can be settled in one of below the payment methods:

1. Bank Payments: Please present your invoice to make payment at any of the following banks:

Bank of Cyprus	Acc. No.: 357025423068 or	IBAN: CY48 0020 0195 0000 3570 2542 3068
Hellenic Bank	Acc. No.: 116-01-090487-01	IBAN: CY67 0050 0116 0001 1601 0904 8701
Eurobank	Acc. No.: 200-100-262282	IBAN: CY58 0180 0008 0000 2001 0026 2282

2. On-line bank transfers
3. JCC Smart: Parents can also settle school fees through the JCC Smart portal.
4. Standing Orders: Parents that choose the method of monthly payment as stated above.

The School reserves the right to alter these payment methods.

Monthly payment arrangements for the academic year 2023-24

By special request, parents can pay the School's term fees in ten monthly instalments (from July until April). A processing fee of €150 will be charged by the School to administer the monthly payment arrangements, which will be payable and due in 10 equal instalments together with the School fees.

It is clarified that the Prepayment Fee should be paid in full before the application mentioned above is made so that the monthly payment arrangements will cover the fees of the three subsequent terms.

Upon approval by the School, a standing order must be set up with the bank and a copy should be provided to the School. The standing order will be the annual School fees and the processing fee (excluding the prepayment fee amount) divided into 10 equal instalments payable by the following dates:

31 July 2023	31 December 2023
31 August 2023	31 January 2024
30 September 2023	28 February 2024
31 October 2023	31 March 2024
30 November 2023	30 April 2024

If the 31 July instalment is missed due to the summer break, two instalments will need to be made by **31 August 2023**.

COMPULSORY AMOUNTS NOT INCLUDED IN THE ABOVE FEES (for the Academic Year 2023-2024):

The above-mentioned tuition fees are not inclusive of the following expenses:

Miscellaneous charges (for the academic year 2023-24)	€
Application Fee for all new students (one off payment)	200.00
Development Fee (one off payment)	800.00
Uniform one set girls	184.00
Uniform one set boys	162.00

Please note some of the above costs, such as uniforms, are set by providers outside the School. These figures represent our best estimate given prices provided to us at the time of writing and are subject to change beyond the School's control.

DEPARTING STUDENTS

A full term's notice of intention to remove the student from the School must be given to the Management of the School by the Parents in writing. Any omission in abiding with the above obligation will result in the Parents being liable for the payment of the entire next term's fees, irrespective of whether the next term fees will concern the current or the next academic year.

PROJECTED ANNUAL TUITION FOR STUDENTS THROUGH COMPLETION

The following charts show the potential maximum tuition for each respective class and year:

CLASS	YEARS	MAXIMUM TUITION
EARLY YEARS 2	2023-2024	€5,200
EARLY YEARS 3	2024-2025	€5,400
RECEPTION	2025-2026	€8,000

The School reserves the right to unilaterally make any alterations to discounts, tuition, fees, conditions and/or schedules as presented above.

13. Parents and Guardians

Communication with parents

As educators, we believe that maintaining open and constructive communication between the school and parents is vital to support each child's progress. We are committed to providing regular and detailed feedback to parents about their child's academic progress and emotional well-being.

Communication between parents and schools can be a challenge, but please be reassured that everyone wants what is 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!

Please carefully consider the information that the teacher is communicating, as you can be confident it is being given to support your child and his or her progress.

Teachers are encouraged to contact parents via email, the student planner or by making phone calls home. At times parents will also be invited to meet a subject teacher, Head of Department or Pastoral Head as appropriate.

Formal contact between staff and parents takes place several times a year.

Nursery and Kindergarten at TJSS

The person to speak with regarding any issues or observations is the class teacher; they should be your initial point of contact. The student planner is a great tool for communicating with your teacher quickly. Nonetheless, it is preferable to make an appointment if you wish to have a lengthy conversation. We have a saying at our school that goes, "If we don't know about it, we can't do anything about it," so if you have a worry or a comment, please share it with us. There is a tendency to confide in a friend or another parent if you are concerned rather than reaching out to the member of the staff who can offer a knowledgeable response or become engaged in finding a solution.

Routine Communication

Each year follows the following pattern:

- June – Parent Information Evening that introduces key staff, the curriculum, expectations, and key events.
- Through the student planner as necessary
- October – Parent Consultation; allowing the teacher an opportunity to let you know how your child has settled and you an opportunity to discuss any concerns or observations.
- December & June – Formal reports are issued for Early Years
- March – Parent Consultation

Please remember, 'there are no silly questions' – let us know if you need anything in support of your child and his or her education and well-being.

Absences

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 sought from the Headteacher in writing. Parents should avoid extending holidays into term time or arranging visits to the doctor, dentist etc. during school hours.

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

Authorised absences are mornings or afternoons away from school for an unavoidable reason such as illness.

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:

- Professional performance opportunities,
- Participation in external sporting events at regional, national, or international level.

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. 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.

Parent Teacher Association (PTA)

The PTA of the Nursery and Kindergarten is combined with that of The Junior School and 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.

The 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 and judgements about their children with teachers, and on them build their children's education, the more they help to form a coherent and integrated community.

Homework

Homework starts in our Reception year. It 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 child's teacher 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 for Reception pupils is sent home weekly, but its expectations in terms of content and time develop through the school years. Homework expectations for Reception are roughly as follows:

YEAR GROUP	DAILY AMOUNT OF HOMEWORK	HOURS PER SUBJECT PER WEEK
Reception	20 – 25 minutes	Reading and English: 15 – 30 minutes Greek language: 5 – 10 minutes

14.School Uniform

THE JUNIOR SCHOOL UNIFORM

In the Early Years & Reception the school uniform is the PE uniform for reasons of practicality.

UNIFORM

- Black 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 dark green with school logo
- Track suit with grey mock neck
- Trainers

OPTIONAL

- Green cap with school logo

Uniform Supplier

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

15.Donations to Charities & Environmental Concern

The pupils have an active interest in current global issues and contribute to the lives of others through charity work which is often initiated by pupils. ISI Report 2019

TJSS’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. Charities which have benefited in the

past two years include Nicosia Dog Shelter, Ronald McDonald's House for children, Vagoni Agapi, Hope for Children, Cans for Kids, Let's Make Cyprus Green. 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.

16. Bus Services

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).

17. Teaching staff

Class Teacher	Year Group	Academic Qualifications
FODINI MAPPOURAS	Early Years 1	BA Business and Innovation (Staffordshire University) PGCE University of North London
ANNA SFIKOURI	Early Years 1	BA Education (Roehampton University)
HELEN MICHAEL	Early Years 2	BA Sociology (University of the west of England Bristol) PGCE Primary Teaching (London Diocesan Board for school)
GEORGIA CHRISTOU ANGASTINIOTI	Early Years 2	BA Teaching English as a Foreign Language (University of Essex)
MELINA ELIADES DEMETRIOU	Early Years 3	BEd (Kingston University)
CALLIOPE XENOPHONTOS	Early Years 3	BSc Early Childhood Education (Towson State University)
ELIZABETH PANTELI	Early Years 3	Nursery Teacher (Intercollege)
TANIA PRITCHARD KONSTANTINO	Reception	BA Education QTS (Goldsmith College) BA Media Studies Writing and Publishing (Middlesex University)
MARIA NICOLAOU	Reception	BA Artis (Queens College)
REBECCA PARFITT	Reception	BA Primary Education (University of Central England In Birmingham)
ELENA CHRISTODOULOU	Reception	BA Early Years Education (Intercollege Nicosia)

