

THE JUNIOR AND SENIOR SCHOOL



*inspiring young people to **think** and **care***



THE JUNIOR SCHOOL STUDY GUIDE 2023-2024

Educating since 1944

THE JUNIOR SCHOOL | THE SENIOR SCHOOL

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1. School Details

The Junior School

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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 The Junior and Senior School at TJSS

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 over 600 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.

Having the same ethos throughout and the Principal's oversight across the two sites of the school provides a unique opportunity to acquire an English National Curriculum education in a supportive and encouraging atmosphere. We pride ourselves on student progress and regularly monitor student achievement, intervening where necessary to promote academic achievement.

4.2. Structure

The Junior School at TJSS is organised into the following structure:

Key Stage	Years	Age	Campus
Key Stage 1	Years 1 & 2	Age 6/7 to 7/8	Junior School Campus
Key Stage 2	Years 3 to 6	Age 8/9 to 11/12	Junior School Campus

The Junior School at 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. At The Junior School at TJSS the National Curriculum for England programmes of study of the Foundation Stage, Key Stage (KS)1 and KS2 are taught to children aged from 2 to 12.

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.

Co-curricular and Extra-curricular programme

The school aims at creating all-rounders: students who excel in academics but are also involved in co-curricular and extra-curricular activities. There are extensive opportunities at both primary and secondary levels: the Afternoon Activities programme begins after the end of the school teaching day and offers a comprehensive range of artistic, dramatic, musical and sporting activities as well as many other possibilities to suit all interests, such as chess and learning a new language. The school's choirs and orchestras organise annual concerts, and there is a musical production every other year, allowing students to experience performing, devising, composing as well as the technical supporting roles of theatre and concerts.

Sport and Health

Sport is an integral and compulsory element of our curriculum throughout the School and our sports teams are becoming increasingly competitive in Pan Cyprian competitions. The timetabled Physical Education lessons are supported by a wide variety of sporting activities covered by the Afternoon Activities programme, many of which are included in the school fees. Success in sport helps the pupils to build their sense of fair play, resilience and determination, as well as encouraging a sense of teamwork. Aspects of health related to exercise and healthy eating are covered as part of the Personal Social and Health Education (PSHE) curriculum at various stages during the pupils' primary and secondary education.

Excursions and Visits

The school aspires to educate the global leaders of the future in an environment that endeavours to challenge and support them, offering different educational and other experiences in Cyprus. School trips are often organised, complimenting the curriculum and allowing students to gain fresh cultural insights and remarkable learning experiences that they cherish for years to come.

Reading and Libraries

The cultivation of children's love for books and the development of a friendly relationship with reading aim to sharpen children's critical thinking, awaken their imagination, broaden the horizon of their experiences and depth of sensitivity, cultivate reflection on contemporary social issues, improve language expression, develop their aesthetic criteria and enhance their critical-interpretative capacity. The Junior School at TJSS benefits from a well-equipped library and has a full-time librarian and an assistant librarian. The development of reading is an integral part of the curriculum in primary. The school strengthens the effort to develop reading by organising events such as the annual Book Week, writers' and illustrators' visits to school and book presentations, reading clubs, competitions to write essays and literary texts, book publications with children's creative work and many other activities which further support the development of reading.



5. The profile of the Junior School

Headteacher: Mrs Naomi Theocharides

Assistant Headteachers/Key Stage Leaders:

Key Stage 1: Mrs Katerina Economidou

Lower Key Stage 2: Mrs Elena Savva

Upper Key Stage 2: Mrs Stella Hadjinicolaou

Number of classes per year: 4

Number of students per class: 24

The School is relatively large and over-subscribed, yet we pride ourselves on our strong sense of community and warm and friendly atmosphere.

The 'core' of our curriculum is the learning of English and Mathematics (Literacy and Numeracy); Science, ICT and Greek also have a high profile. 'Foundation' subjects include the humanities, art and personal, social and health education (PSHE). Greek, Music and PE are all taught by specialist teachers. If Greek is the home language, we aim to maintain a level equivalent to that of the Cypriot public school system.

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 'contact book'/student 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, 'House' competitions and other events, to allow for the development of 'the whole child'.

Our academic and social standards are outstanding and by the time the children complete Year 6 they are well prepared for secondary education. Most of our children move from the Junior to the Senior School, where a detailed process of liaison, transition and orientation ensures that the best possible advantage is gained from the fact that the children are known to us as they move from our primary to our secondary department. However, transition from our primary phase to our secondary phase is not automatic and parents need to re-apply in order to transition to our secondary school.

Subjects

The following subjects are taught formally across the school in line with the English 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

- Computing
- Topic (Geography, History and Science)
- Personal Social and Health Education (PSHE)
- PE
- Music
- Art

In addition, assembly is held fortnightly for every year group with a thematic focus.

School Structure

The Junior School is divided into departments:

Key Stage 1 – Years 1 and 2

Lower Key Stage 2 – Years 3 and 4

Upper Key Stage 2 – Years 5 and 6

Each department is led by an Assistant Head and the Junior School Headteacher.

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 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, 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 throughout the school. The Year 1 and Year 2 classes each have a learning support assistant as well as a qualified teacher. In Years 3, 4, 5 and 6 there is a class teacher per class, and a learning support assistant per two classes.

Support for children experiencing difficulty 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.

A house system is in operation for KS2. The houses are named after the three founder-teachers of the school: Stone (red), Kenny (blue), Gayford (yellow), and a foundation governor Christodoulides (green). The children are allocated to a house and they are awarded house points for good work and good behaviour as well as for special inter-house events. The house points are collected termly and the winning house team is presented with the winner's cup during the end of term assembly. Inter-house basketball, football and handball matches are organised throughout the year. Teams are chosen by the house captains and vice captains under the close supervision of the PE teacher.

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

Afternoon Activities:

KS1 and KS2 Activities begin at 1.45pm

KS1 and KS2 Activities end at 2.25pm

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

The Junior School at TJSS 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 and 6
Literacy & Library	9	9	9
Mathematics	7	7	8
Greek	8	8	7
Topic (History, Geography and Science)	4	4	4
Physical Education (1 Greek Session)	2	2	2
Music (1 Greek session)	2	2	2
Art	2	2	2
PSHE/Assembly	1	1	1
Computing	1	1	1



The Junior School at TJSS Site

The Junior School at TJSS 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 an outstanding education.

The Main Building: originally built in 1951, the building that most casual passers-by think of as 'The building with the Arch', has recently been renovated to a high specification. The completed building includes fourteen classrooms, each around 60m², with air conditioning, good natural light, wooden floors, and a high quality of finish. Each classroom has an Interactive Whiteboard or a screen beam, some of which have been provided by our PTA. There are several 'rechargeable trolleys' with laplets available for the children to use to support their learning. 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 at TJSS Library: the library has a stock of over 26,000 books and serves all pupils. The library is split into two sections, KS1 and KS2 and has an exceptionally large collection of both fiction and non-fiction books in English and Greek. The library employs a full-time librarian as well as an assistant librarian. 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 librarian also manages the KS2 reading scheme, providing three books at a time to be changed once read. Throughout the year the librarian also runs book sales, overseas book sales and several competitions as well as special book-related events, for example during Book Week.

The Annex: built in the early 1960s, the original annex was recently demolished, and a completely new annex was completed in September 2015. The annex faces the sports fields and forestry land and across three floors it houses 24 classrooms, a staffroom, a nurse's station, and a basement that includes an additional hall, two dedicated music rooms, offices, and a fully equipped computer lab. Every classroom has an interactive whiteboard, heating, cooling, and air circulation. The annex is also equipped with a lift to enable disabled access and a toilet for the disabled. Younger children have classrooms on the ground floor, which include ensuite toilets and an enclosed shaded play area outside.

Canteen

At The Junior School we have a newly built canteen which offers a healthy range of snacks and lunches and a lovely seating area where children can enjoy their food. KS2 children may order daily and pick up their snacks or lunches from the canteen. Parents of younger children may order food for their children either via email or Kantinapp.

Activities

We offer a multi-activity Afternoon Activities programme which runs from October onwards and provides all our students with exciting opportunities that enrich the curriculum offered in the morning. Our activities include Art Clubs, Sports, ICT and Music Clubs as well as Homework Club. In addition to the clubs provided by our staff there are also activities provided by external providers, which could include activities such as Language Clubs, Dance Clubs, Acting, Tennis and Club Jubilee to name but a few.

Sport

Children have the opportunity to learn how to play a wide variety of sports at The Junior School during their two timetabled Physical Education lessons in the morning. These include handball, basketball, football, dodgeball, tennis, athletics, and mini games.

In addition to this the children may participate in sporting Afternoon Activities of their choice to enhance their skills even further. Inter-house handball, basketball and football matches are also played termly. Children also have the opportunity to play inter-school basketball and football matches during the year. Additionally, our children participate in the inter-school track and field competition as well as the local swimming gala.

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 to be admitted into the primary phase. 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 and contribute 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.

6. Curriculum, The Junior School at TJSS

6.1. 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, so 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 secure 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 2, 5 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, 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 desktop computers, starting with basic skills such as learning how to use the keyboard, how to type and use basic tools in some programs, e.g PowerPoint.

In Year 2, children explore computers 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, 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. Monet, Mondrian.

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, Choirokoitia and a farm. Year 2 have previously visited various exhibitions, the traffic park to learn about road safety and following instructions, various parks including 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.

6.2. 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 it in 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 computers 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 at school
- Brazil Day
- Fun End of Term trip to Bowling Alley
- Habitat walk through Athalassa Park

6.3. 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 for your child! 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 variety and excitement! 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 cross-curricular, 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 your child is having difficulties finding appropriate reading material, please talk to the librarian who will be able to give you advice. Please take time to discuss the books that your child is reading, visit the Library either before or after school 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.

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 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. Laptops are used in the classroom and for homework to support children's learning across the curriculum.

In Year 6, our computing units 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 laptops 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 laptops in Numeracy and Literacy to support learning

Programming and game design

- Minecraft and Make 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)

6.4. 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 practise 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 familiarisation of students with the language and its structure
- the use of the language with the ultimate goal of effective communication (written and 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 analysing the grammatical and syntactic phenomena in their written assignments, children will have the opportunity to establish their knowledge and to utilise both their language development and their general spiritual integration.

Writing

Every day through written assignments, children practise 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.

6.5. 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 Department follows the National Curriculum of England guidelines, the National Curriculum set by the Ministry of Education, Sport and Youth in Cyprus and is taught by music specialists. 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 sturdy 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 the 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 can become familiar to a broad range of music, explore diverse cultures, become more knowledgeable and understand the elements of music and use more advance 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 songs from all genres, including folk (from Cyprus and abroad), classical, pop, rock and jazz. They 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 explore classical music forms and Film music composition techniques. They learn the Blues through singing, chording and improvising in the blues scale on the mallet instruments and engage in more contemporary practices using simple chord progression and vocal techniques used in Pop and Rock.

Resources

The Junior School Music Department follows the National Curriculum for England in addition to the National Curriculum set by the Ministry of Education, Sport and Youth in Cyprus. All the above resources are used including workbooks provided by the ministry as well as 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 several 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 a significant 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 can perform for their teachers, classmates and families.

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

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.

Christmas Bazaar is another popular event at our school which offers many activities and games. Our school choirs are overly 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 choir, intermediate orchestra and song writing course. 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.

Students in Years 4, 5 and 6 who have a minimum of one-year experience playing their instrument may join the orchestra to develop their technique and reading skills and take part in the Christmas and Summer Concerts.

There are two Junior School choirs: The Reception and Key Stage 1 Choir for Reception, Year 1 and 2 students and the Key Stage 2 Choir for students Years 3-6 which gives the opportunity to students to learn how to work together as a team to create music, as well as how to shape their own individual voices and talents. 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.

6.6. 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.

7. Assessment

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

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 children are assessed in English and Greek and in Term 3, in Maths, English and Greek. In Maths, there are mini tests at the end of each unit. Tests are shared with students so they may be used for formative purposes and areas for improvement identified and worked on.

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

Where appropriate and necessary, the School follows the Ministry of Education's policy on the re-evaluation of examinations.

8. E-learning and Safety

Microsoft Showcase School

As a Microsoft Showcase School for more than three years now, staff have learnt and been trained in using technology in the classroom to create and offer lessons which differentiate without stigmatising while at the same time keeping students engaged and stretching them to reach their full potential. This has been made possible through rigorous training and by our staff from education professionals and other MS Showcase schools. Students can organise their studies as their work is automatically updated in their calendar with deadlines to homework and assignments. They have access to multi modal resources created by their teachers any time and from any device making learning accessible. This has proven to be very helpful for all our students but also for SEN students which find it easier to absorb information in the privacy of their home. Teachers can assess student work/assignments and give feedback on progress before submission. This allows students to reflect on work carried out and make changes and improvements if needed. On numerous occasions the school has been visited by other school leaders from Cyprus and abroad so as to follow lessons and monitor good teaching practices. The teachers are the most important assets of education and as such being a MS Showcase School requires that teacher PLD include passing the Microsoft Certified Educator examination. This examination focuses on the 21st Learning design skill sets a student requires in order to be best prepared for tomorrow's work force. In under a year nearly 30 staff members from both TJSSs have successfully passed the exam which is entirely funded by the school.

School Laplets



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 2nd Generation laplet 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, as appropriate, in various subjects as assistive technology. Students in Year 5 & 6 are asked to buy a laplet from the school to be used during the school day.

Minecraft Education



The Minecraft Education Edition license is provided to all Year 4 to Year 6 students by the school. Minecraft has proven to be a very useful tool in teaching computational thinking through programming. As a platform our children are comfortable with, our educators use Minecraft to:

- develop assessments through purpose-built Breakout rooms
- create language learning worlds which students have further developed to assist students of younger ages. A project which was awarded with a place at the Microsoft E2 2020 summit in Sydney.
- develop understanding of electrical circuits
- teach children the fundamentals of computers by understanding and creating logic circuits

Learning about Logic gates



Understanding variables and modifying code in Javascript language.

```

1 player.onChat("a", function () {
2   agent.teleportToPlayer()
3 })
4 player.onChat("calc", function (n1, n2, sym) {
5   agent.setAssist(PLACE_ON_MOVE, true)
6   if (sym == 1) {
7     agent.setItem(JACK_O_LANTERN, 1, 1)
8     agent.setSlot(1)
9     for (let index = 0; index < n1 + n2; index++) {
10      agent.move(FORWARD, 1)
11    }
12   } else if (sym == 2) {
13     agent.setItem(RED_PUSHROOM_BLOCK, 1, 2)
14     agent.setSlot(2)
15     for (let index = 0; index < n1 - n2; index++) {
16      agent.move(FORWARD, 1)
17    }
18   }
19 })

```

Breakout rooms for reviewing material learnt at the end of a topic



Understanding conditional and looping constructs in programming



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 WiFi 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 recognise 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.

Distance learning procedures

- All students have a 365 account. Pupils in Year 4 and below have restricted access to email and are not able to send or receive email outside the organisation or with other students in the School.
- 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 KS1 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 with no or few interruptions for questions. Following delivery, students are given work to do based on the lesson delivery and students are able to ask questions at this time.
- A register is taken at the start of the lesson to check for attendance. During the lesson, the educator will randomly pick students to ask a question to check if they are still following the lesson. Students not responding may be marked absent if presence remains unconfirmed.
- Exit tickets are used randomly (short quizzes using Forms) at the end of lessons to check class understanding of content delivered.
- All resource materials are made available to students through the files section in the Class Teams.

- All assignments and homework for Year 5 and Year 6 are scheduled using Teams Assignments so that the students have a holistic 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 or not 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.

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. Year 1: 6 years old
- b. Year 2: 7 years old
- c. Year 3: 8 years old
- d. Year 4: 9 years old
- e. Year 5: 10 years old
- f. Year 6: 11 years old

Any deviation from the above age groups is considered only if an applicant is transferring from a different educational system in order 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.

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.

9.2. Application Process

The school admits 96 children in each year group with four form groups of maximum 24.

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.

9.3. Assessment Criteria

Admission to TJSS is based on the below:

Years 1-6

Assessments for admission are conducted on an individual basis and include an interview and an assessment in English, Mathematics and non-verbal reasoning. A report from the applicant's school at the time of application and a school reference are also required.

9.4. 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 on the basis of their total performance in the entrance examinations, school report, reference (where applicable) and performance at 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.

In cases of children of embassy staff

The school reserves, pending availability, one place in each year group (from Year 1 upwards) for children of overseas embassy staff until May 1st of the academic year preceding the applicants' proposed entry into the school. If these places are not claimed, they are offered to applicants on the waiting list. Children will be accepted only if they meet the entrance criteria.

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 The Junior & Senior School. 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/carers 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, discuss with the parents/carers the possibility for them 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 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.

10.1 Student Voice: The Junior School

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 each 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 a healthy lifestyle promotion with morning exercise. 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 and tools for our Forest School were bought by the School Council from funds raised.

10.2. Rewards & Consequences: The Junior School

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 (in Early Years and 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.

We are committed to a whole school approach to discipline, following the principles of the Positive Discipline philosophy. Positive discipline is a program that is designed to teach young people to become responsible, respectful and resourceful members of their communities. It is a philosophy that includes the students, the parents and the staff. The tools and concepts of positive discipline include:

- **Mutual respect** – Adults model firmness by respecting themselves and the needs of the situation and kindness by respecting the needs of the child
- **Identifying the belief behind the behaviour** – Effective discipline recognizes the reasons ~~kids~~ children do what they do and works to change those beliefs, rather than merely attempting to change behaviour.
- **Effective communication and problem solving skills**
- **Discipline that teaches** – and is neither permissive nor punitive
- **Focusing on solutions instead of punishment** (this does not mean there are no consequences)
- **Encouragement (instead of praise).** Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

Although the Positive Discipline philosophy teaches children to be intrinsically motivated to be responsible, respectful and resourceful, there are times when rewards and consequences are given. These may differ slightly according to the age and maturity of the children, but the overall procedures are the same throughout school. This document is split into three sections. These consider:

1. **High expectations and rewards- how good behaviour can be encouraged.**
2. **Response to poor or inappropriate behaviour.**
3. **Breaktimes**

At the start of the year, teachers should agree on a set of class agreements with their class. These should be based on, in KS1, the Golden Rules (Jenny Mosley) and in KS2, the 3Rs. These agreements should be clearly displayed and used to guide the children into the desired behaviour. In addition, class jobs are distributed, allowing children to take on roles of responsibility and to feel part of the community.

Rewards are given in various ways from gems 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' to see management during a break time, whilst completing a 'reflection sheet' which is signed by the child and management.

Junior School Behaviour Policy – Rewarding Positive Behaviour

The following chart illustrates the ways children are rewarded for positive behaviour in different year groups.

Year Group	How
Year 1	<ul style="list-style-type: none"> • Stickers and gems used, 10 collected prize given • Written comments in contact book • Merits • Golden Time
Year 2	<ul style="list-style-type: none"> • Stickers and gems used; 20 collected prizes given • Written comments in contact book • Merits • Golden Time
Year 3	<ul style="list-style-type: none"> • Sticker, • Written comments in contact book • Merits

	<ul style="list-style-type: none"> • Golden time
Year 4	<ul style="list-style-type: none"> • Stickers • Written comments in contact book • Merits • Golden time
Year 5	<ul style="list-style-type: none"> • Stickers • Written comments in contact book • Merits • Agreed class rewards
Year 6	<ul style="list-style-type: none"> • Stickers • Written comments in contact book • Merits • Agreed class rewards

- Merit certificates are awarded to children for good behaviour, work etc and presented in assembly. (Years 1-6)
- House points are also awarded at teachers' discretion (Year 3 –Year 6)
- Additionally, in KS1 and in Years 3 & 4, a child is elected as 'Star of the Week' and the children are issued with a certificate and a photo is displayed with the reason for them being chosen.
- Golden time

2. Response to poor or inappropriate behaviour

As a school we reject and do not use corporal punishment in any form.

The approach outlined below is the general disciplinary procedure in operation within school, though circumstances at times may dictate a different approach. Where pupils display inappropriate behaviour teachers will use a variety of strategies to modify this behaviour. They may include:

- Discussions of inappropriate behaviour with individuals, groups, or the whole class (class meetings)
- Verbal warnings/ Use of the traffic light system KS1
- Changing the classroom seating positions
- Isolation of a pupil within the classroom – Pupil can go to the calm corner to reflect
- Removal of a child from their classroom to work in another class, in their own year group
- Removal of a child from their classroom to work with the Headteacher
- Removal of privileges (including school trips)
- Loss of playtime to complete a 'reflection sheet' in the KS2 'quiet room'.

These strategies will be used by the teacher according to his/her discretion and the nature of the problem.

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.
- With the input of the class teacher, Assistant Head and Headteacher a recommendation can be made for a full time or part time one-to-one helper, depending on the circumstances. The parents or guardians will bear the cost of the one-to-one helper, which will be paid directly to the school and the one-to one helper will become a temporary employee of the school.
- 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 child in Reception will not automatically transfer to Year 1 (primary phase) and a Year 6 pupil will not automatically transfer to The Senior School (secondary phase). (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 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 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/YGLinformparents 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/parents contacted at JS
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.

The School reserves the right to exclude permanently any pupil who for example behaves violently towards a fellow student or member of staff or demonstrates any other behaviour/s which is seen to be threatening, dangerous, illegal or accumulative over a period of time. Parents of an excluded pupil have the right to appeal to the Board of Governors.

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, PSHE lessons, assemblies or through events held during Anti-Bullying 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.

Children new to TJSS are introduced to a student in the same class or an older buddy/mentor to help them adjust to life at the school. Pupils are encouraged to speak about bullying to challenge it wherever and whenever it occurs. At the Junior School all children have a 'go to' adult which is noted in their planners at the

beginning of the year. This is someone who the child feels comfortable enough to approach if they have any concerns throughout the year.

Pupils are made aware of their options to report bullying via their form/class tutor, teachers, Year Group Leaders, Assistant Heads, Headteacher and Principal.

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.

Duty staff cover all communal break areas and inside spaces such as the areas around toilets etc. so as to ensure good conduct and intervene when necessary; if there are suspicions of bullying these are investigated and recorded. Training is regular and ongoing.

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 at The Junior School 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 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 a confident, well-educated and well-rounded adult 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.

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 come into contact with any particular 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 with a disability 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.

Assessment and Examinations

Where it is appropriate to make adjustments regarding assessment and examinations, TJSS will take advice from the Examination Boards. The school will adopt the procedures of the Boards for its internal and external examinations.

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 Junior School

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>	
	€	€	€	€	€
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

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
Development Fee (one off payment)	800
Voluntary Renovation Fee	600
Laplet Y5, Y6 (one off payment)	550
Extended warranty for laplet	60
Uniform one set girls	184
Uniform one set boys	162
Compulsory trip Y6	300
Art resources	30 – 105
English induction classes for new students (if required)	200

Please note: some of the above costs are set by providers outside the School, such as uniforms and laplets. 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 or Registrar 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
YEAR 1	2023-2024	€7,750
YEAR 2	2024-2025	€8,138
YEAR 3	2025-2026	€8,687
YEAR 4	2026-2027	€9,122
YEAR 5	2027-2028	€9,578
YEAR 6	2028-2029	€9,800

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

We believe that open, constructive communication between school and parents is the best way to support your child 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!

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

Teachers are encouraged to make contact with parents either through the 'contact book'/student planner or by making phone calls home. At times parents will also be invited to meet a subject teacher, Year Group Leader or Assistant Head as appropriate.

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

Junior School

The class teacher is the person to approach with any concerns or observations – he or she is your first point of contact. The 'contact book'/planner is an excellent way of getting a swift message to your class teacher. However, if you want to have a lengthy conversation, it is better to book an appointment. A golden rule in our School is: 'If we don't know about it, we can't do anything about it' so please let us know if you have a concern or observation. There is a temptation to let a friend or another parent know if you are worried, rather than contacting and speaking to the member of staff who can give an informed answer or get involved in finding a solution. Please book an appointment and speak to us if you need to.

Routine Communication

Each year follows the following pattern:

- September – Parent Information Evening that introduces key staff, the curriculum, expectations and key events.
- October/November – 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 Year 1 through to Year 6
- March/April – Parent Consultation
- June – Optional Parent Consultation, allowing a follow up to the report

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.

In the case of any absence staff will advise Junior School pupils of what should be completed.

Students whose absences (authorised and unauthorised) fall to 90% will be sent a letter of concern home from the Year Group leader/Assistant Head or Headteacher. Students whose absences (authorised and unauthorised) fall to 80% will be required to meet, together with their parents, the Year Group leader/Assistant Head or Headteacher.

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.

Access to the school site

Under the current Covid restrictions and in order to protect our children's safety we ask that parents not come onto the school site without prior arrangement; that children be dropped off and/or collected from the appropriate points and meetings, where possible, take place online.

Parent Teacher 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.

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 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 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. Homework expectations are roughly as follows:

YEAR GROUP	DAILY AMOUNT OF HOMEWORK	HOURS PER SUBJECT PER WEEK
Years 1 and 2	20 – 40 minutes	Reading and English: 15 – 30 minutes Greek language: 5 – 10 minutes
Years 3 and 4	Approximately 1 hour 30 minutes	Daily homework to include: Reading, English, Maths and/ or Topic: 1 hour Greek language: 30 minutes
Years 5 and 6	Approximately 1 hour 50 minutes	Daily homework to include: Reading, English, Maths and/ or Topic: 1 hour 20 minutes Greek language: 30 minutes

Note: The above times are to offer a guideline, as the time spent on homework varies by year group, particularly in Years 5 and 6.



14. School Uniform

THE JUNIOR SCHOOL UNIFORM

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 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

Jewellery, make-up and hair

Students are allowed to wear the following:

- A wristwatch (but not a smart/electronic device)
- One small, discreet piece of jewellery (necklace or bracelet).
- Boys’ and girls’ hair should be worn away from the face.
- All jewellery should be removed for PE.

15. Donations to Charities and Environmental Concerns

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 include Nicosia Dog Shelter, Ronald McDonald's House for children, Vagoni Agapi, Hope for Children, Cans for Kids, Let's Make Cyprus Green, donations for the victims of the earthquake in Syria and Turkey. 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 three 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. The school completely banned all single use plastics and installed modern water dispensers, 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.

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
Esther Alexandrides	Year 1	PGCE, Primary Education Later Years (West Of England Bristol) BSc Sociology and Media Studies (City University Islington London)
Maria Anastasiades	Year 1	BA Primary Education (University of North London)
Natalie Stavrou	Year 1	BA Primary Education (University of Surrey)
Sophie Melis	Year 1	PGCE (University of Exeter) TESOL (Trinity College)
Yiota Christoforou	Year 2	BA English and E&E Childhood Education (Queens College) Public School Teacher Certificate (University of the State of New York)
Mary Varvaris	Year 2	BA Social Work (MacGill University) PGCE
Katerina Economidou	Year 2	MA Teaching English to Foreign Learners (Birmingham University) PGCE (Warwick University)
Maria Kakkouli	Year 2	BA Classical Studies (Royal Holloway, University of London) NASENCO (University of Wolverhampton)
Elena Savva	Year 3	BEd Primary Education - Early Years (Manchester Metropolitan University)
Dimitra Dinos	Year 3	BA Education (University of Witwatersrand Johannesburg)
Marina Savva-Skordis	Year 3	BA Hons Primary Education (Leeds Metropolitan University) CELTA, Teaching English to speakers of other languages (Leeds Metropolitan University)
Andrie Kleanthous	Year 3	BA Primary Education (Middlesex University)
Michelle Christou	Year 4	BA Primary Education, Brunel University
Marianna Irzenska	Year 4	PGCE (University of Buckingham)
Ramona Economides	Year 4	BA Education (University of Pennsylvania)
Fiona Miller	Year 4	Postgraduate Certificate in Education (Institute of Education) MA Chemistry with environmental Chemistry (University of Edinburgh)
Andria Xenophontos	Year 5	BA Spanish and French (University of East Anglia) PGCE (University of Buckingham)
Courtney Stylianou	Year 5	BA Education (University of the Witwatersrand, Johannesburg) Senior and Further Education training Mathematics (University of the Witwatersrand , Johannesburg)
Astero Manias	Year 5	BA Education (University of Witwatersrand Johannesburg)
Despina Kafouris	Year 5	BA Primary Education (University of Nicosia)
Maria Readman	Year 6	MA Special Educational needs (University of Leeds) PGCE Primary Education (University of Southampton)

Class Teacher	Year Group	Academic Qualifications
Stella Hadjinicolaou	Year 6	BEd Primary Education (University of North London) BTEC (Barnet College London)
Athos Vigar	Year 6	BA Hospitality and Tourism Management (City College Norwich) PGCE Primary Education (University of East London)
Julie Markides	Year 6	BA Early Years Teacher (Intercollege), MA Primary Education (University of London)
Grainne Constantinides	Year 6	BSc Psychology (Middlesex University) PGCE Primary Goldsmith College
Olga Nearchou	Music Teacher	BA Music (Texas University Austin) MA Music Education (Roosevelt University)
Marina Kountouridou	Music Teacher	BA of Science, Music Major, Hofstra University MA Pedagogical Music, European University
Evi Poyadji	Greek Coordinator	BA Greek Language and Literature (University of Cyprus) MA Greek Language and Literature (University of Cyprus) PhD Digital Literacy Studies (University of Cyprus)
Maria Gavriel	Greek Teacher	BA History and Archaeology (University of Cyprus) MA Program Development and Teaching (University of Cyprus)
Constantina Constantinou	Greek Teacher	BA Primary Education (University of Cyprus)
Christos Kyriakou	Greek Teacher	BA Classics (University of Cyprus) MA Modern Greek Studies (University of Cyprus)
Demetra Tassouri	Greek Teacher	BA English and Greek Language and Literature (National Kapodistrian University Athens)
Ioanna Spyrou	Greek Teacher	BA Greek Literature, Classic Greek and Latin (National Kapodistrian, Athens) MA Classical studies (University of Leeds)
Katerina Paraskeva	Greek Teacher	European University Primary Teaching
Natassa Antoniou	Greek Teacher	MA Education Leadership and Management (The Open University)
Antigoni Touloumenidou	Greek Teacher	BA Primary Education (Demokrateio University Thrakis)
Georgia Pyrga	Greek Teacher	BA Literature, Aristotelio University Thessaloniki MPHIL in Modern Greek Studies, University of Birmingham
Elena Papalli	Greek Teacher	BA Greek Literature, Ioannina University
Maria Miltiadou	Greek Teacher	BA Greek Literature, National Kapodestrian University
Zoe Athanasiou	PE Teacher	BA Physical Education (National and Kapodistrian University of Athens)
Jonathan Athanasiou	PE Teacher	BA Physical Education and Sports Science (National and Kapodistrian University of Athens)

