

Sunland International School



**Primary
Parents Handbook**

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Dear Parents,

Welcome to the Primary School. We welcome pupils aged 2.5 through to 11 of all cultures. We aim to provide a happy and stimulating environment in which children enjoy learning and are encouraged to do their best. We aim to educate the whole child by providing as many learning experiences as possible. In this way we feel that children can learn to make choices, solve problems, become independent learners and set their own high standards. We believe that we can only achieve the best for your child by close cooperation between home and school. We welcome parents into the school to help, to take part in activities and to share experiences; and we are always willing to discuss any aspects of your child's development.

We are very proud of the Primary, the quality of teaching and high standards achieved by our children.

We hope you and your child/children will be happy at our school.

Yours in education

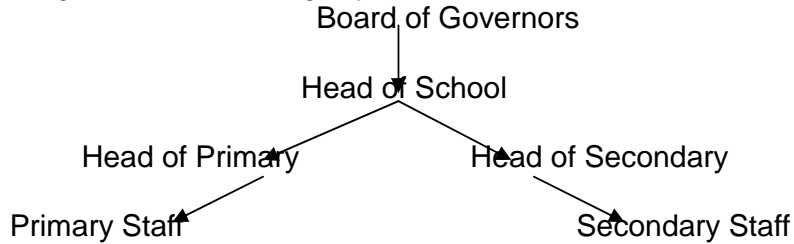
Linda Azemia
Head of Primary

The School

Organisation

Sunland is co-educational and serves children from the ages of 2 through to 11, with a developing Secondary school. It is recognised by the National Association of British Schools in Spain, the Spanish Education Ministry and is currently seeking authorisation to introduce the Primary Years Programme of the International Baccalaureate Organisation . The school has no religious affiliation.

The school is organised in the following way:



Facilities

The Primary and Secondary school are on the same site but with separate teaching areas. The Primary classes are housed in one double storey building with toilet and shower facilities. The Early Years children share their play areas with Year 1 and the rest of the Primary students have a separate play area for break times.

Classes share the following facilities:

- The Library
- The Science Laboratory
- The I.T Room
- The Dining Room
- The Art Room
- The Music Room

Enrolment and Classes

There are approximately 280 students at Sunland of a large range of nationalities; predominantly Spanish, British, Swedish, German, Dutch and others. There are approximately 200 students in the Primary School.

There are ten Primary classes with their own class teacher; these have a maximum of 25 students in each class. All classes have a support teacher for Literacy and the younger classes have a classroom assistant for core curriculum areas.

Spanish classes are taught at two levels, Spanish first language (lengua) and second language. This is either in separate groups with 2 teachers or with two teachers working in partnership within one class.

	Class Teacher	Classroom Support	
Pre School 1	Sharon	Patricia	Assistant
Pre School 2	Vinita Shahdadpuri	Encarnita	Assistant
Reception 2	Andee Pugh	Gary McBean	Assistant
Year 1w	Ian Wormald	Ana Maria Guzman	Assistant
Year 1c	Lesley Crocker	Ana Maria Guzman	Assistant
Year 2	Beth Marsden	Ana Sanchez Glyn Charlesworth	Assistant Literacy Support Teacher
Year 3	Glyn Charlesworth	Susan Jaques	Literacy Support Teacher
Year 4	Susan Jaques	Beth Marsden	Literacy Support Teacher
Year 5	Alun Hughes	Debra Hodder	Literacy Support Teacher
Year 6	Linda Azemia	Rachel Evans Debra Hodder	Literacy Teacher Assistant

Children are instructed by their own class teacher for most part of the day. Specialist teachers instruct the children for Spanish (Lengua), Conocimiento del Medio, Information Technology, Music and Physical Education.

	Teacher
Physical Education	Fran Acedo
Music	Helen Baker
Spanish	David Lopez Rosa Ortiz Marta Soriano (Infantil) Ana Sanchez (Assistant)
Conocimiento Del Medio	David Lopez Rosa Ortiz Marta Soriano (Infantil) Ana Sanchez (Assistant)
I.T.	Debra Hodder

School Organisation

Terms

There are three terms. The academic year begins in September and ends in June.

- Term 1 : September to December with a short half term break in October. This is combined with National Spanish holidays. Christmas is usually a 2 week break.
- Term 2 : January to March with a few days half term break in late February. The Easter break is usually a 2 week break in late March/beginning of April.
- Term 3 : April to June with a few days half term break in late May. The academic year finishes in late June but is followed by an optional four week Summer Camp.

The School Day

The school day starts at 9:30am, however, Primary students are supervised from 9:15am on the main play area. The Early Years students may be taken directly to their classes from 9:20am where the class teacher will be ready to receive them and prepare them for their day at school.

The day is organised as follows:

9:15am	Supervision of early arrivers
9:30am	Registration
	Mondays are the Primary assemblies.
	Fridays have a second assembly for Years 3 to 6.
	Tuesdays, Wednesdays, Thursdays and Fridays are shared reading times, parents are very welcome to assist the class teacher in hearing students read in English or Spanish.
9:50am	Timetabled Lessons begin
10:50am	Break time (supervised by teaching staff)
11:10am	Lessons resume
12:40pm	Early Years and Year 1 Lunch
1:10pm	Year 2 to 6 Lunch
1:40pm	Early Years and Year 1 Lessons resume
2:10pm	Primary Lessons resume.
4:15pm	End of Lessons
4:30pm	Extra Curricular Activities

Please make sure that your child arrives at school in time for the 9:30am start.

Collection

There are two methods for collecting children at the end of the day. Please be prompt when collecting your child.

1. To drive in through the rear entrance towards the car park where classes are supervised by teachers until family members arrive to pick them up.
2. To park in the lay by area near to the front entrance and walk to the waiting classes to collect your child/children.

In both cases siblings wait with the class of the youngest member and the teacher until collection. Those children not collected by 4:30pm will be taken to the school office for collection.

Extra Curricular

A range of activities are organised by Sunland staff (on a voluntary basis) to give all students the opportunity to experience a range of activities, the areas include music, art and sport. For a detailed current programme of activities please contact the school office.

Primary Break times and Refreshments

The morning break is at 10:50am until 11:10am.

- Early Years - Upper play area (This does not have a set time but is determined by the class teachers at an appropriate moment. It is separate to the other children)
- Reception and Year 1 - Upper play area
- Year 2 to Year 6 - Lower play area

All break times are supervised by teaching staff and assistants.

The children are encouraged to bring a healthy snack and drink but there is no provision for keeping food cool. It is advisable that children bring a water bottle each day.

Please ensure that drinks are provided in 'safe' containers, not glass or cans.

There are also drinking water facilities on the lower play area and again at the top of the slope just outside the upper play area.

Students should bring a light coloured hat for break times during the hotter months of the year as there is limited shade on the lower play area.

There is a short afternoon break for the Early Years and Year 1 classes on the upper play area but this is taken at a variety of times depending upon the afternoon timetable for each class.

Lunch

Lunch time is organised in sittings;

- 12:40pm - Early Years and Year 1
- 1:15pm - Year 2 to Year 6

All of the food served at lunch is specially prepared by the Kitchen staff often using locally grown produce. The menus vary and are reflective of some of the nationalities within the school; however, Spanish dishes are in the majority. These are made up of a soup starter (sometimes pasta), a main course and dessert, which is usually fruit or yoghurt.

At each dining table is a member of staff who eats with the children and encourages good table manners, healthy appetites and pleasant conversation.

Lunch is followed by a 30 minute break time for all children before they begin their afternoon teaching session.

Illness and Accidents

As part of the admissions process parents are asked to fill in a medical form. Information on these is confidential but is shared with the class teacher as the primary carer. In the event of any illness or accident these forms are consulted before administering any form of medication or cream. Simultaneously, parents will be called to advised of the action being taken by the school.

If your child is sick we ask you to keep them at home for at least 24 hours after the event in order to discourage the spread of viruses. Please call the office or let us know in writing if your child is unable to attend school.

If your child is taking a course of Antibiotics and is fit enough to attend school we are willing to administer medicine, if provided with written advice from parents or the Doctor. Prescribed medication must be handed to the class teacher or office staff upon arrival at school with the relevant guidelines.

If at any time your child has head lice, please treat his/her hair before sending them to school and notify the school as soon as possible in order that all parents can be advised to check their child/s hair to reduce the chances of lice epidemics.

In the event of an accident at any time during the school day an Accident Log is filled in by the member of staff on duty at the time of the incident. Parents will be notified by telephone if any treatment is to be administered and also if a child has sustained a head injury of any severity. In the event of a more serious incident parents will be advised immediately and the children transferred to the school medical specialists.

Communication

Letters from the school are sent home with the eldest child in each family, although individual communication between the class teacher and parents may be on any day. Letters can also be received by email, parents wishing to access this facility should contact the school office.

Pre School students have a Home School Diary for daily communication to be maintained by the teacher and parents.

Every two months a newsletter is provided with events and news concerning the closing term and dates and events programmed for the following term for Primary and Whole school events.

If you need to take your child out of school for any reason it is important that you notify the class teacher or office staff either in writing or by telephone.. If your child is off school for any reason please notify the school office who will ensure that the class teacher is informed.

Communication with Teachers

If you have any concerns about your child's academic progress or behaviour, in the first instance please contact your child's class or subject teacher to make an appointment. This can be achieved by direct contact or by phoning the school office in order to make an appointment.

If there is still a problem contact the Head of Primary.

Dress

School Uniform

All children attending the Primary school should wear the correct uniform which can be purchased in the school uniform shop. There is a uniform for the winter months and a lighter one for the summer months.

Winter Uniform

Boys
Bottle Green trousers
Bottle Green Sweater
School Polo Shirt (long or short sleeved)
Bottle Green socks
Brown shoes
School Book Bag

Girls
Bottle Green Skirt
Bottle Green Sweater
School Polo Shirt (long or short sleeved)
Bottle Green socks
Brown shoes
School Book Bag

Summer Uniform

Boys
Beige shorts
School Polo Shirt (short sleeved)
Short Bottle Green socks
Brown shoes
(or brown leather closed toed sandals)

Girls
Beige Skirt
School Polo Shirt (short sleeved)
Short Bottle Green socks
Brown shoes
(or brown leather closed toed sandals)

*As Year 6 children grow out of their Primary uniforms they will be allowed to wear the Secondary uniform, in preparation for the transfer to the Secondary school.

PLEASE MAKE SURE THAT ALL SCHOOL CLOTHING IS CLEARLY MARKED WITH YOUR CHILD'S NAME.

Physical Education Uniform

Boys
Green shorts
Green tracksuit bottoms
White and Green T-shirt
Trainers

Girls
Green shorts
Green tracksuit bottoms
White and Green T-shirt
Trainers

Swimming Trunks

One piece swimming suit

*Children are also encouraged to wear a light coloured sun hat and protective sun cream in the hotter months.

Money

As there is no shop, Primary children should not ordinarily bring money to school. However if the occasion does arise (e.g. trips or personal reasons) they are responsible for their own money which should be in a small purse, clearly labelled with their name.

Money sent to school for fees, uniform or trips should be placed in a clearly marked envelope and given either to the class teacher or office staff upon arrival. Please use exact change where possible.

Forbidden Items

- Chewing gum
- Electronic equipment

Jewellery

For safety reasons we ask that children do not wear jewellery to school. A child may wear a watch. If your child has pierced ears then please make sure that they only wear studs in school. Children are not permitted to wear nail polish.

Hair

In keeping with the school uniform children are expected to arrive at school with a smart appearance. For health reasons we prefer that children with long hair arrive in school with it neatly back in a pony tail or plait etc.

Mobile Telephones

Primary children are discouraged from bringing mobiles to school, in the event of an emergency the school telephone can be used as the form of contact between home and the child. If your child does have a mobile telephone, it must be switched off during the school day and be kept inside his or her bag at all times. All bus monitors have a mobile phone that is used as a form of communication at the end of the school day by both the school and parents.

Academic Overview

The Curriculum

The Primary students at Sunland experience a specifically designed curriculum, which meets the objectives from the Programme of Study from the National Curriculum for England (Foundation, Key stages 1 and 2). In addition to this is the study of the host country through its Spanish language and social studies programme, *Conocimiento de Medio*. These curricula combined provide the students with a solid and rounded platform from which to develop within a challenging and stimulating environment, the school believes in a practical and experiential approach to learning where connection is made between previous knowledge, new concepts and the application of these. The Primary school is the setting in which strong foundations of skills; knowledge and understanding are developed through the education of the child as an individual. We emphasise personal achievement, high academic standards and the social, emotional, intellectual and physical development of the child, and hope to create in each child a commitment to life-long learning.

Full details of the curriculum can be found in the Curriculum Guide which is issued to all families of Primary children. At the beginning of each academic term each child will receive a study guide containing all of the areas of study, including the Topics for the coming term.

Allocation of Curriculum Time (per week)

Literacy	6 hours & 30 minutes	(At least one hour per day)
Numeracy	5 hours	(At least one hour per day)
Lengua	3 hours	
Topic (incorporating History, Geography, Science, Art, Technology)	5 hours & 30 minutes	
Conocimiento del Medio	2 hours	
Information Technology	30 minutes taught time and extra consolidation time throughout the curriculum	
Physical Education	2 hours	
Music	1 hour (inclusive of lessons and collective singing in Assembly times)	
Assemblies	1 hour	
Total	26 hours & 30 minutes	

Assemblies

There are two Primary Assemblies a week which are used to further develop the children's moral and spiritual values through the telling of stories and presentations from a range of sources. We encourage the children to think and behave positively and try to build on their strengths and overcome weaknesses. We encourage the children to have a caring attitude to others, in the school and in the

wider community. These assemblies are delivered by the class teachers, Spanish teachers and the Head of Primary.

House point results are announced on Mondays and each term classes from the Primary school are selected to prepare a presentation about the work studied in the classroom. Parents of the relevant classes are invited to share these by their child's class teacher.

Physical Education Uniforms

All children are expected to bring their appropriate P.E uniform on the days that they have P.E and are also encouraged to wear a light coloured sun hat and protective sun cream in the hotter months.

The Pre school classes are allowed to attend school in their P.E uniform on their P.E days, however all other classes are expected to arrive at school in their normal uniform. Changing for P.E, taking responsibility for possessions, health and cleanliness are considered part of the child's learning process as they develop towards adulthood. As the children approach Year 6 they are encouraged to shower after activities so they will need to bring the appropriate equipment.

All Primary children swim in the first term twice a week until the middle of October or until weather permits. Swimming commences again in the spring or summer depending, again, upon the weather.

Private Music Lessons

In addition to the regular music programme, students may enrol in private individual or group music lessons for a range of instruments. For further details please contact the music teacher.

Library

Students attend the Library once a week with their class teacher. During this time they are assisted in selecting a book to share with parents at home and are taught how to use the Library by the Librarian. Students are encouraged to use the Library for research at other times during the day to further their studies.

The Library is open to Year 4 students and above during break times.

Sex Education

At this stage of the children's education we consider sex education to be the responsibility primarily of the parents; however, we do include an isolated PSHE topic in Year 6 which deals with the life cycle of humans and their development. This is delivered showing sensitivity and an awareness of the needs of the individual whilst addressing personal development. Parents are encouraged to speak to the Year 6 teachers before this unit begins if they have any individual concerns about their child or if they would like to discuss the approach or content further.

We discourage any form of gender discrimination within the school.

Homework

We believe that a consistent and progressive programme of homework assignments can enhance students learning and help to develop good life long study habits. Homework is set by the class teacher or subject teachers using the guidelines presented in the table.

Homework and reading should be brought to and from school in a Primary School Book Bag which is available from the School Uniform Shop.

Reading as homework

Reading and sharing books is a highly valued activity at all levels in both languages. In the early stages of development reading may be the only homework but as the child develops other kinds of homework will also be set. Reading aloud to an adult gives all children the opportunity to practise the mechanics of reading and understanding texts and to develop a range of expressive voices and intonation when reading. Reading is an intimate activity which opens doors for discussion and development between the reader and the listener therefore an important activity to share in the family home. From Reception students are required to read regularly as part of their homework activity and a reading log is kept as a means of reflecting upon and reviewing their chosen books. By Year 6 students are expected to also complete book reviews reflecting thoughtfully about their reading material. Our goal is that children in the primary school read at least one chosen book per week at the

appropriate level, though the class teacher may modify this expectation depending upon the individual student.

The Primary Homework Schedule

Class	Guide to the amount of time	Activity
Reception	10 minutes per evening From the 3 rd Term	Reading / Phonics / Spelling Topic
Year 1	10 minutes per evening 10 minutes 5 times per week Every week Every week	Reading / Phonics Spellings (Test on Fridays) Worksheet of Literacy / Numeracy (Alternate weeks) Lengua
Year 2	10 minutes per evening 10 minutes 5 times per week Every week (up to 20minutes) Every week (up to 20minutes)	Reading / Phonics Spellings (Test on Fridays) Literacy and Numeracy Lengua
Year 3 Year 4 Year 5 Year 6	10 minutes per evening Every week Every week (up to 30 minutes) Every week (up to 30 minutes) Every week (up to 30 minutes) As appropriate Every Week (up to 30 minutes)	Reading, including newspapers, magazine and internet research. Spelling (Revision for Weekly Tests) Lengua Numeracy (Revision, worksheets or activities) Literacy (Revision, worksheets or activities) Topic (Research, reading, project based work) Conocimiento del medio

Teachers are responsible for setting the number of days for completion of homework, dependant upon the task.

From Year 4 children are expected to record all information concerning all homework in their Homework Diaries. Parents and Teachers should sign the Homework Diary at the end of each week.

If homework is not completed children may be asked to remain in class during break times to complete it. If there is a particular reason for not completing the homework, teachers ask that parents communicate this in writing in the Homework Diary or contact them directly.

If your child persistently does not complete homework you will be invited by the class teacher to discuss a plan of action.

Awards

There are many different awards used within the Primary school in order to promote an atmosphere of enthusiastic learning and mutual respect where caring and sharing predominates and to ensure that these acts are openly rewarded. Awards are given in the following forms;

- Praise
- House points
- End of term House Shield awarded to the winning team
- End of Year House Shield presented to the winning team and engraved
- Names added to classroom PYP Profile boards (see Profile descriptors below)
- Termly certificates
- Yearly awards presented at a formal Presentation Evening.
- Stickers and stamps
- Golden time

Student Profile

Through the curriculum students are encouraged to become:

- **Inquirers** Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Thinkers** They exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.
- **Communicators** They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
- **Risk-takers** They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
- **Knowledgeable** They have spent time in our schools exploring themes which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.
- **Principled** They are developing a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
- **Caring** They show sensitivity towards the needs and feelings of others. They strive to have a sense of personal commitment to action and service.
- **Open-minded** They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
- **Well-balanced** They understand the importance of physical and mental balance and personal well-being.
- **Reflective** They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.

Reference: 'Making the PYP happen'
International Baccalaureate Organisation
Geneva. 2000 IBPYP

Assessment, Reporting and Recording

Assessment

Assessment is a continuous process involving marking of work and feed back to pupils, and formal tests in English, Mathematics, Lengua, PYP and Conocimiento del Medio are carried out at the end of each term and each academic year..

Assessment techniques include;

- observation of pupils work
- questioning
- pupil discussion, individual and teacher, or in small groups
- written work
- tests and examinations

Examinations

Children are tested at the end of each year from Reception to Year 6.

An internationally recognised group of tests used, these include;

- NFER Mathematics
- NFER English
- Cognitive Abilities Non Verbal Battery Tests
- NFER Non Verbal Reasoning Tests
- Suffolk Reading Tests
- Youngs Spelling Tests

*Pupils who are new in the first term are also given these tests as a form of baseline assessment upon entry into the school.

At the end of the Primary school Year 6 students participate in the SATs End of Key Stage 2 tests (National Curriculum for England) which are externally marked in England and usually returned to the school and results can be collected by students and families from mid July or receive them via e-mail.

Recording

Detailed records are kept by both class teachers and subject teachers which are used to inform the progress of students, identify areas for growth and provide data for reflection concerning both the child as an individual and as part of the school community. These records are passed on to each class teacher at the beginning of each academic year and are progressive providing a profile of learning for each child as an individual.

Records kept by the class teacher include;

- Record of Books read and levels achieved
- Record of Spelling Achievement
- Record of Numeracy development
- Record of Literacy Development
- Record of Standardised test data

Reporting

Written reports are produced twice a year. These are written by subject teachers with pastoral comments made by the class teacher. The first is produced in the Spring term (early February) which outlines the development of the student so far and subject specific targets to enable parents to support the development of their child through the remainder of the academic year. The second, produced at the end of the summer term, outlines the total achievement and progress throughout the year. Both reports contain information on the programmes taught, personal and social development and general comments about the individual child.

Students in Year 6 will receive an additional report in July containing their SATs results, a breakdown of those achieved by the school as a whole and a comparison with the general results obtained by all children taking the tests and the comparative data from students taking the test across the UK.

Conferences

Formal Parent Consultations are held twice a year, the autumn term and the spring term. These provide an important opportunity for parents to discuss the achievements, developments and concerns of their child with their class teacher and specialist teachers. These conferences are regarded as an integral part of the reporting process and parents are urged to attend.

Parents are welcome to make additional appointments to meet with their child's teacher/s at any time throughout the year if they have issues that they would like to discuss at times different to these formal meetings.

Transition to Secondary

Year 6 pupils and their parents and guardians are invited to attend a special Secondary transfer meeting which is held in the third term.

At this meeting the Secondary programme will be introduced. Following this the children will be invited to participate in the Secondary curriculum and daily organisation for a period of time at the end of the third term.

Information will be provided about the content and expectations concerning the Secondary phase of education, including information about examinations which will take place towards the end of their Secondary education.

Linda Azemia
Head of Primary