



Welcome to Year 5

2017 -2018

Prague 6 Campus (Reception to Year 5):

Norbortov 3, 162 00 Praha 6, Czech Republic

Tel: +420 220 512 653

Website: www.parklane-is.com

email: info@parklane-is.com

Dear Parents,

Welcome to Park Lane International School. This booklet is designed to provide helpful information about the programmes and procedures associated with the School. You and your child/ren are about to embark on a memorable year at Park Lane International School and we hope that this information will ensure a smooth and happy transition to school life.

We believe parents play a significant role in their child's education and we look forward to a positive home-school partnership.

Mission Statement

...preparing the young people of today for the unknown occupations of tomorrow.

Our Philosophy

At Park Lane International School we sincerely believe that every young person, irrespective of race, cultural heritage, faith or ability, is entitled to lead a happy, safe and productive life. However, we realise that in today's ever evolving world, the future that our young people are working towards is entirely unpredictable. We understand that when our students reach adulthood, they are likely to be engaged in occupations and tasks that do not currently exist; utilising technology which has yet to be invented. Moreover, if they are to compete, thrive and survive in the decades to come, their mindsets will need to become fully attuned to international developments, global issues and other cultures. Although the pupils of Park Lane are able to extend their horizons through the academic programme itself, they also have much to gain from a range of leadership and enrichment opportunities which aim to develop capable, resourceful and resilient individuals.

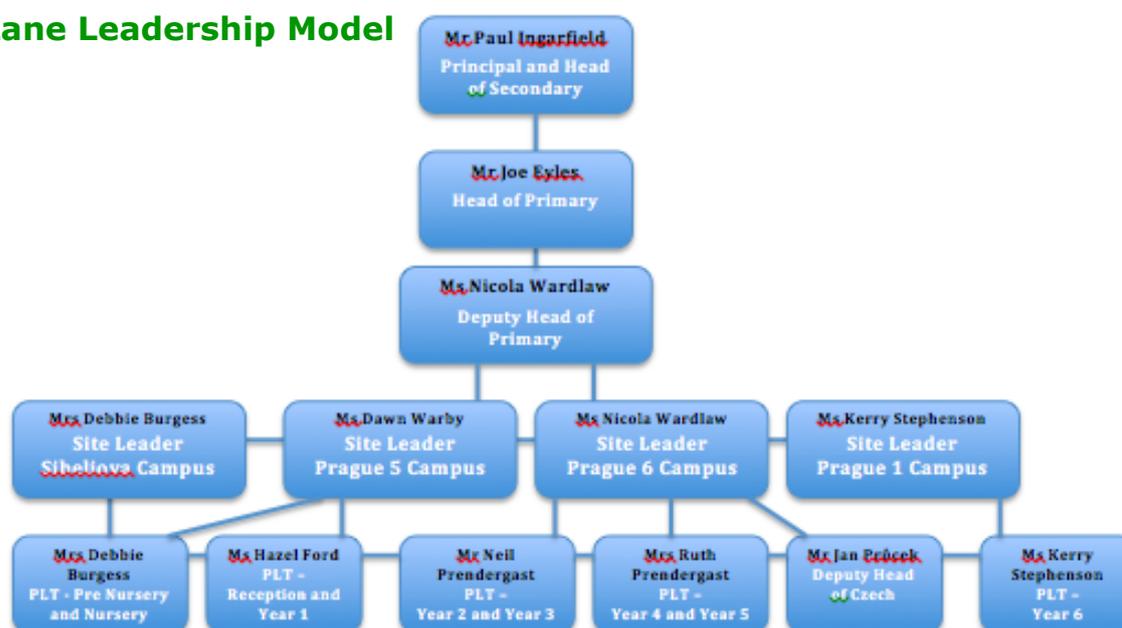
Aims

- ❖ To enable each pupil to achieve their potential within a stimulating, supportive, happy and caring environment.
- ❖ To establish and maintain a positive relationship with parents.
- ❖ To help pupils to learn that courtesy, good manners and consideration for others are essential qualities.
- ❖ To provide a broad and balanced curriculum.
- ❖ To provide social skills and communication/independent learners through extra-curricular activities.

Calendar

Every family is e-mailed a copy of the school calendar. Contact the school if you have not received the Calendar within the first week of term. Information is also available at www.parklane-is.com

Park Lane Leadership Model



Head of Primary **Mr Joe Eyles** **joe.eyles@parklane-is.com**

Year 5 Team

Class Teacher Ms Katie Barrow katie.barrow@parklane-is.com

Class Teacher Ms Angharad Jones angharad.jones@parklane-is.com

Teaching Partner Mr Patrick Mendes patrick.mendes@parklane-is.com

Czech Teacher Mr Jan Průcek jan.prucek@parklane-is.com

Czech Teacher Ms Marie Wiesnerova marie.wiesnerova@parklane-is.com

CAL Teacher Ms Eva Müllerová eva.mullerova@parklane-is.com

(Czech as an additional language)

Specialists

PE Teacher Mr David Hoile david.hoile@parklane-is.com

Music Teacher Ms Amy Dowdell amy.dowdell@parklane-is.com

Project Learning Ms Ewelina Kowalska ewelina.kowalska@parklane-is.com

EAL Teacher Ms Andrea Arciuolo andrea.arciuolo@parklane-is.com

Primary School Administrative Team

School Office Admin, Registrar (Prague 6)	Mrs Alice Ryanová	alice.ryanova@parklane-is.com
School Office Admin (Prague 5)	Ms Alena Valentová	alena.valentova@parklane-is.com
Human Resources Officer	Ms Kristýna Gerychová	kristyna.gerychova@parklane-is.com
School Office Admin and Clubs	Ms Kristy Zikova	kristy.zikova@parklane-is.com
School Bursar	Ms Veronika Somorova	veronica.somorova@parklane-is.com

Arrival at School & Registration

The recommended arrival time for your child is no later than 08.20am. All pupils are expected to be in class in time for **registration**, which takes place each morning at **8.30am for Years 2 to 6** and at **9.00am for Nursery to Year 1. Please note, pupils will be recorded as late if they are not in class by 8.35am.**

Year 5 School Day

8.20am	Arrival at school
8.30am	Registration
10.50am - 11.05am	Snack and Break for Year 5
12.45pm – 1.45pm	Lunch and Break
3.30pm	End of Day
3.30pm – 4.15pm	Clubs programme
4.30pm – 5.00pm	Late supervision

End of School Pick Up Arrangements at Prague 6

Apart from wet weather days, parents should wait on our **astroturf area at the right entrance to the school building**. Parents/Carers may enter the gate at the front of the school and turn right onto the enclosed astroturf pitch. Members of staff will escort pupils to their designated spots on the playground and line up as a class before releasing a child to parent/carer from **3.30pm**. Pupils who are attending clubs will go directly to their designated rooms from **3.30pm**.

Change of pick up arrangements

If, for any reason, your pick up arrangements change during the day, please contact the school office immediately. Please note, that if the new arrangement includes a person not listed as a third party in your child's enrolment form, they will be required to present a valid form of photo identification such as a passport or National ID Card to the office before being permitted to collect your child. There are **no** exceptions to this rule as your child's safety is paramount.

eSchools (Home-School Communication)

We strongly believe that co-operation between your family and Park Lane International School is an important two-way process. Please feel free to use **eSchools** to email the teachers with any questions or concerns you may have, or you can write them a note. Our eSchools (Virtual Learning Environment) is our main form of communication. All pupils and parents will have their own log in details given to them at the start of term. Please do closely monitor your child's class page to share your child's learning, their timetable, homework, find out about any planned trips, school activities etc

The best time to speak to a teacher is in the morning, at pick up time or, if necessary, by arrangement at a mutually convenient time. For all organisational issues, our school office staff members are ready to help!

Reporting to Parents

Throughout the school year, we will keep you fully informed of your child's progress. Park Lane International School organises **twice-yearly Parent-Teacher Consultations**. This is an opportunity for you to discuss with the class teacher your child's progress, behaviour and targets. Also **twice yearly, you will receive a written report (December and June)** regarding your child's academic and personal attainment and achievements.

Stay and Share

At Park Lane International School we highly value our Partnership with Parents and are very lucky to have a community of very active and supportive parents.

What is a 'Stay and Share' session?

Parents are invited into the classrooms for 'Stay and Share' sessions. These sessions are informal and are organised by the children and their teachers. This is a great opportunity for children to share their learning with their parents. The children talk about the 'why' and the 'how' of learning as well as the 'what'. Parents have the chance to look through their child's books and have a look around the classroom to celebrate all of their learning.

When will the 'Stay and Share' take place?

The 'Stay and Share' sessions often take place at/near the end of a topic. This is when the quality and quantity of work is suitable, acceptable and available to show parents. The sessions may also take place when a child is proud of their work and achievements and show a real interest and enthusiasm to share their learning with their parents.

Aims & Learner Profile

At Park Lane we are committed to creating and sustaining an environment where our pupils are:

- successful learners
- industrious and curious
- respectful and empathetic
- co-operative and collaborative
- honest and trustworthy
- knowledgeable and competent in their use of technology
- aware of environmental issues
- resourceful and responsible global citizens

Creative Curriculum

At Park Lane International Primary School we take pride in our excellent standards and high expectations. However, it is also of the utmost importance to us to foster development of the whole child and encourage excitement and engagement in learning.

As a staff, we considered the best ways to maintain academic standards whilst ensuring that each child is given opportunities to be successful in a variety of forms including science, art and design, music and humanities.

We considered our aims for a Park Lane pupil.

In order to achieve these goals we felt that the whole school needed to take a more thematic approach to learning as this would:

- cover topic areas more efficiently
- provide more time to include in depth study of the subject areas and give opportunities for pupils to take part in pupil led projects
- give a groundwork of content knowledge from which to base creativity
- foster understanding of the links between subjects, an essential tool in the building of intellectual ability.
- give pupils the time and opportunity to transfer their learning and consolidate new skills.

Year 5 Creative Curriculum Topics

- **Ancient Greece**
- **Cocoa Crazy**
- **Extreme Environments**
- **Changes**

Core principals of the creative curriculum

Coverage

Each topic has been specifically chosen to ensure coverage of the breadth and balance aspects of the National Curriculum. We confidently anticipate that all of the NC skills will also be successfully covered by the topics, and will record this coverage at the end of each topic. Regular evaluations will be made regarding skills coverage, and changes will be made where necessary to ensure every skill is taught.

Engagement

At Park Lane we value the opinion of our pupils and recognise that an element of choice in learning is very valuable in encouraging engagement and enjoyment. We make it a priority to give opportunities for pupils to have a say in the specifics of their learning. We intend to set projects and tasks within the topic, where pupils can decide on the content and format of the outcome.

Purpose Driven Learning

To support engagement and to foster self-motivation and expectations, each teacher will ensure that topics include many opportunities for tasks which have a genuine audience and / or purpose.

Life skills

As laid out in the rationale, we intend all children to leave our school as successful learners. Our hope is that children are literate and numerate beyond the expected 4b level and that they can apply these skills independently in a variety of settings. Our topic based curriculum will allow us the time to incorporate English and Mathematical tasks in order to reinforce and apply the skills they have learned within English and Mathematics lessons.

Community

At Park Lane Primary School we work hard to provide an atmosphere of care and support for one another. It is our intention to provide opportunities within our teaching to promote the values of care for others, understanding of our connections with other people around the world, and a sense of family and community within our locality.

Organisation

Thematic topics are taught across the school. These topics encompass skills and areas of study from a number of subjects. In most cases, topics last 8-10 weeks.

For an overview of the creative curriculum please see Overview of KS1 and KS2 topics.

Where coverage of a subject is required but does not fit naturally into a topic, discrete teaching will occur. This is most often the case in P.E. and in some areas of Science.

EAL (English as an Additional Language)

An EAL programme is available for children who require support with learning the English language. Children are assessed by the EAL teacher at the beginning of the school year to determine the level of support required. In most cases, children are withdrawn from their class for one to one or small group intervention or supported within the classroom as needed.

Czech Education Programme (Czech for Czech Native Speakers)

This programme is for students who have Czech as their first language. It enables Czech students to achieve a high standard of spoken and written Czech and to sit the Czech Ministry of Education examinations on an annual basis as part of these lessons. The programme starts in Reception and continues up to Year 13. From Year 2 children of Czech nationality need to be formally registered in a Czech state school, chosen by their parents. Our Czech partner school is Základní škola Jeseniova in Prague 3.

Czech Education Programme (Czech as an Additional Language)

This programme is for students who do not have Czech as their first language. The lessons are taught by our Czech teachers and enable students to learn basic Czech vocabulary for use in their environment. Students learn colours, numbers, animals, common phrases etc. After successfully undertaking an initial assessment test, children with other nationalities, who prove fluent in Czech, can also join the classes primarily aimed at the children of Czech nationality.

The Curriculum

The school curriculum is based on the **National Curriculum of England** and is available for download at: www.gov.uk/national-curriculum/overview

English

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing

Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- [spell some words with 'silent' letters](#)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting and Presentation

- Pupils should be taught to write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
-

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- [using further organisational and presentational devices to structure text and to guide the reader](#)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar & punctuation

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- learning the grammar for years 5 and 6

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Mathematics

Number & Place Value

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

Addition & Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication & Division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Measurement

- convert between different units of metric measure
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume and capacity
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure using decimal notation including scaling.

Properties of Shapes

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ($^{\circ}$)
- identify:
 - angles at a point and 1 whole turn (total 360°)
 - angles at a point on a straight line and half a turn (total 180°)
 - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

Science

Working Scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Programme of study: Living things and their habitats, Animals including humans, Properties and changes of materials, Earth and space, Forces

Computing

The core of computing is **computer science**, in which pupils will be taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use **information technology** to create **programs**, systems and a range of content. Computing also ensures that pupils become **digitally literate** – able to use, and express themselves and develop their ideas through, information and communication technology.

Computer Science

- Solve problems by decomposing them into smaller parts
- Use selection in programs Work with variables
- Use logical reasoning to explain how some simple algorithms work
- Use logical reasoning to detect and correct errors in algorithms
- Understand computer networks, including the internet
- Appreciate how search results are ranked

Information Technology

- Combine a variety of software to accomplish given goals
- Select, use and combine software on a range of digital devices
- Analyse data Evaluate data Design and create systems

Digital Literacy

- Understand the opportunities computer networks offer for collaboration
- Be discerning in evaluating digital content

Physical Education

There are two PE lessons a week during which time pupils will participate in team games (learning ball skills, athletics, gymnastics and dance). Pupils will need to bring their PE kit to School on the allocated days, which will be notified to you.

Personal, Social, Health and Citizenship Education

At Park Lane International School we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that it can play a central part in the life of our school and should be at the heart of the whole school development. We offer many opportunities throughout the school year to develop and enhance our PSHE programme.

Music

Music flourishes at Park Lane International School and your child will have many opportunities to gain confidence and enjoyment from musical activities. The Primary School has its own choir, which rehearses, after school. The school has strong links with the International School of Music and Fine Arts (ISMFA) and can arrange for your child to receive individual instrumental lessons throughout the year. There are also a number of peripatetic teachers offering private instrumental tuition who can be engaged via the schools extra-curricular co-ordinator, **Ms Kristýna Zíková**.

Information Technology

The use of ICT is integral to the work of Park Lane International School. The school computers will only be used to produce and share age appropriate material. All members of the Park Lane International School community sign an E-safety agreement and must adhere to its content. Children will have access to the internet through safe search engines such as Espresso and Google Safe search, both of which have high levels of filtering software embedded within them.

Learning Support Department

The Learning Support Department exists to support pupils who need help with their learning so that they can achieve to the best of their ability. The degree of support varies according to the individual needs, the majority of pupils have moderate rather than severe learning difficulties. The **Head of Learning Support is Mrs Ruth Prendergast** (ruth.prendergast@parklane-is.com) is always happy to speak to parents and pupils in order to offer support and advice. In some circumstances where your child needs one to one intervention on a regular basis parents will be asked to financially support the appointment of a Learning support assistant for their child.

Parent Teacher Association

The PTA is a body of people who not only organise a number of social activities but who, by their fund-raising activities, help the School to purchase a variety of items which, otherwise, we would not be able to afford. It is very much hoped that you would wish to become involved with the PTA and to support their events. Details of all meetings and events are published in the Calendar.

Class Parents

Class parents are designated parents who are a vital link between the class teacher and the parents of a particular class. They help the class teacher and the teaching assistant to organise class trips (find volunteers, volunteer themselves, etc.) They suggest ideas that may enrich the curriculum/class activities with the approval of the teacher and help all parents of their child's class get further involved in the wider Park Lane community through participation in various school events.

Outings and Excursions

Park Lane International School is situated close to some places of great interest – all within an easy coach journey or by the public transport system.

Teachers are actively encouraged to arrange visits to support and enrich curriculum activities. These normally take place at least 3 times a year. Parents are kindly asked to support these extended learning opportunities and pay or contribute to the cost of particular excursions or residential as appropriate. Parents will be notified in advance of particular year group trips and their costs.

Behaviour

At Park Lane International School we expect and enable our pupils to be **Ready, Respectful** and **Safe**.

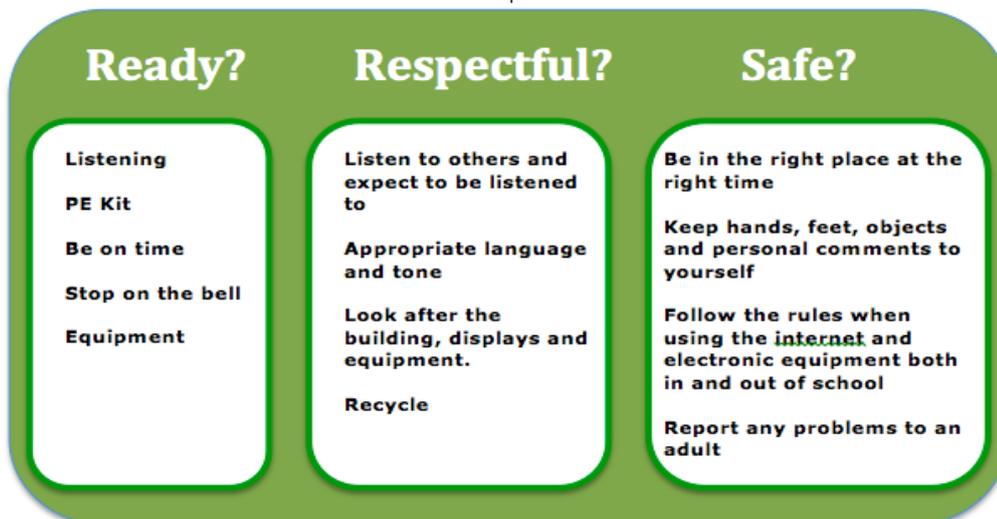
At Park Lane International School our aim is to create a learning community where:

- we all have the right to learn and work in a safe environment and to be treated fairly with respect;
- we are all responsible for supporting the rights of others and ourselves;
- we should create a climate where everyone can learn and achieve
- rewards and sanctions should be used to help us to take responsibility for our mistakes and support us to make the right choices in future;
- it is our collective responsibility to build confidence among pupils to show empathy and understanding;
- it is our collective responsibility to develop effective social skills among pupils and to enhance emotional well-being;
- we have clear and agreed methods of reporting and responding to incidents of behavior both positive and negative.

For a behaviour policy to be effective, it must be consistent. To achieve this consistency, teachers, parents and pupils must share in the responsibility for upholding school rules.

TEACHERS are responsible for instructing their pupils on the rules of acceptable behaviour. They are also responsible for applying proper consequences when a pupil's behaviour is inappropriate.

PARENTS are responsible for reviewing the rules of appropriate behaviour with their own child/children. They are responsible too, for supporting and co-operating with the school in applying consequences, which result from inappropriate behaviour.



Golden Time

Park Lane has a whole school Golden Time policy to promote and reward positive behaviour. Golden Time is our end of week reward time for **Years 1 – 6**. Golden Time is every pupil's entitlement if they choose to stick to the **Ready, Safe** and **Respectful rules**. It is a time when the pupils have free choice of activity. It takes place on a **Friday afternoon for 25 minutes**.

The House System

Park Lane International School has a four-house system. They are named after the four elements. However, they are more commonly recognised by their designated colour.

- Air or Yellow House
- Earth or Green House
- Fire or Red House
- Water or Blue House.

Each pupil is assigned a '**House**'. This will be the house that the pupil belongs to from their time at Park Lane. Points are accumulated weekly and totals are announced during the Friday Assembly. Pupils are

placed in a house on a random basis, unless he or she has a brother or sister currently in the School, in which case every effort is made to ensure they are placed in the same house as their sibling. Careful consideration is given to keep the number of boys, girls and the overall totals equal. This becomes an important factor for house sports team selection. Each house has one or two Captains depending on the size of the cohort. These are chosen by the staff from the current Year 5 pupils at our Prague 6 campus and from our Year 6 pupils at our Prague 1 campus at the start of the autumn term and are announced at an assembly after the first few weeks of the new school year.

House events

Throughout the year we have a number of House competitions to enthuse and excite pupils and encourage co-operation. A House Trophy is awarded each term.

Class Dojo/House points

Points are accumulated weekly and totals are announced during the Friday Assembly. At Park Lane, house points are recorded electronically using an online system called 'Class Dojo' which should be on every day in class. The Class Dojo is an online reward system found at <https://www.classdojo.com/en-GB/>. Each pupil begins the week without any points. Their goal is to gain **25 points** in order to have **25 minutes of Golden Time** on a **Friday afternoon**.

Absence Forms

To help you let us know if you want to take your child/ren out of school there are 3 different forms for you to choose to complete, they are:

- **One off school absence permission form (medical / doctor etc...)**
- **Regular school absence permission form (Tennis / sports coaching etc...)**
- **Permission to travel from school form (Holidays and travelling away from school)**

Please hand completed absence forms to the school offices, thank you.

Appointments

If your son or daughter has an external appointment (e.g. dentist), please advise your child's Class Teacher in writing 24 hours in advance. Your child may then be collected from the School office at a mutually agreed time.

Attendance Policy

Regular and punctual attendance is required of pupils on all school days. This is a condition of enrolment at the school. Daily regular attendance is mandatory and parents must seek **permission from the Principal or Head of Primary** should they wish to take their children out of school during term time.

Teachers, staff and parents should work together to ensure that pupils miss as little school as possible. Where significant absence is impacting on pupil progress, the school reserves the right to review an individual's level of attainment and decide on whether transition into the next school year is appropriate.

Please see the procedures to be followed in the case of absence from school:

- *Illness:* When your child is unwell and needs to stay at home, please inform the school/teacher by phone or e-mail. When they return to school, please confirm their absence in writing. This is important for our records as, without this, absences are recorded as unauthorised. If your child is absent for more than three days, the school needs a doctor's certificate, which should also confirm they are well enough to return to school. In cases of diarrhoea or vomiting we strongly recommend students are kept at home for at least 24 hours once they have recovered.
- *Personal Reasons or Family Holidays:* We recognise that there are times when you may wish to take your child out of school for personal reasons or a family holiday. Please write to us well in advance requesting your child's absence, and do not automatically assume your request will be granted. During these times teachers are not required to set work for your child to take with them.
- *Religious Observance:* The school recognises that due to the international nature of families, school holiday periods may not coincide with your family's religious celebrations. Time away from school will usually be allowed for religious observances. Please write to us well in advance requesting your child's absence.

- Absence from school for special family occasions (e.g weddings) may be given. Requests for such absence must be made in writing to the appropriate Head of School at least five days in advance of the start of the event. It should not be assumed that the request will be granted.
- Pupils may be given a maximum of ten days' 'leave of absence' per academic year for personal or family reasons, including extended holidays. Any additional days of absence beyond this, even with prior notice, will be regarded as an 'unauthorised absence' and recorded as such.
- If a pupil is absent because of ill health, the site administrator should be informed immediately, by telephone or e-mail. The administrator will inform the pupil's class teacher and relevant subject teachers. When returning to school, the pupil should bring a written note from parents/carers confirming the day/s off, and reasons for, the absence.
- All absences and late arrivals will be recorded on the pupil's records and reports. Parents may be invited in to school in order to discuss persistent absence or lateness.
- The school should immediately be informed if a pupil is diagnosed with a serious infectious disease e.g. scarlet fever. Families of other members of that year group and, if appropriate, members of the whole school community will then be informed that there is a case of the illness in the relevant year group. The student must not return to school until certified by a medical practitioner to be clear of the infection.
- If a pupil has head-lice, he or she cannot return to school without a signed note from a medical practitioner stating that the infestation has been cleared. Families of other members of that year group will be informed immediately that head-lice have been found within the cohort.
- Pupils who are unfit to take part in PE must bring a written explanation from parents or a medical practitioner. If not participating, they will be expected to watch the session or perform some simple tasks beneficial to the school community. Those with long-term or chronic conditions may be allowed to work in the Library or classroom, but in these cases a medical note must be provided.

Academic Success and Rewards

Park Lane International School seeks to provide a balanced and stimulating curriculum which engages pupils and encourages individuals to maximise their potential. To help support and motivate pupils we implement a number of reward systems to further enhance their school experience.

Formal rewards

- Classes and year groups have a variety of methods, including charts, stars and stamps, to acknowledge all aspects of effort and progress.
- Progress and good learning in all subjects is encouraged and rewarded through positive oral and written comments.
- 'Star of the week' certificates are completed by class teachers and awarded each week during assemblies for excellent behaviour, effort or attainment.
- Pupils are congratulated in assemblies for all endeavours and achievements including awards, certificates and badges from out of school activities, e.g. Dance, music and other sports.

Prize giving

At the end of each academic year, prizes are awarded for **best attendance, academic achievement and progress** to each class from Year 3. Special Year 6 Prizes acknowledge an individual's service to the school, their contribution to Music and their progress in Sport. At Prize Giving, in addition to specific awards, all aspects of the varied life of the School are celebrated.

The Park Lane Service to the School Community Prize- this award is given to the individual who has been a great ambassador for the school throughout their time at Park Lane, they have engaged in School Council/charity initiatives, they have been active prefects or House Captains and contributed fully to the wider life of the school. This individual is a great role model and mentor for other pupils.

Homework

The class teacher will set homework for your child on a weekly basis and this will include daily reading and spelling. Other homework can include Czech work, Mathematics, English and Topic/Science work. Information about the homework will be on the eSchools class page.

Reading

Children learn to read through a variety of activities which your child will undertake during the day at school and at home. The main focus of learning to read is through the use of our reading scheme. The books are colour coded and children advance through the colour bands as their reading skills progress. When the pupils have good reading skills they come off the scheme and are known as 'Free Readers'. This means that they can read a book of their own choice either from home or chosen from our class or school library.

All pupils at Park Lane International School are expected to read at home every night. It is best to find a comfortable, quiet place to read with your child and establishing a routine is advantageous to both you and your child. This is supposed to be an enjoyable experience for your child and support and encouragement from you is essential.

While your child is learning to read, we ask for you to hear your child read every night and for you to make a comment in their reading record book. This will evolve as their reading develops until your child reads independently and makes a comment in their book. It is important that this independent reading is monitored and we ask that you make a comment in the reading record book weekly.

Outdoor Play Arrangements

The opportunity for our pupils to enjoy break and lunchtimes being active outside, interacting with their peers and experiencing the many learning opportunities available is a fundamental part of school life. We fully appreciate however that as the temperatures drop we need to determine how long these sessions should last for or whether it is appropriate to go outside at all.

Where appropriate, we will do our utmost to ensure our pupils have access to outside and appreciate your support by making sure all of our children come to school with **suitable outdoor clothes to keep them warm including hats, scarves and gloves**. We understand that due to medical concerns there may be a need for your child to stay inside- if this is the case please could you let your child's class teacher have the **medical note** from your doctor. As we need to ensure our outdoor play is properly supervised and fully staffed we are unable to keep pupils inside without a medical note. Those pupils who need to stay in during this time will be sent to our school nurse or office for the duration of the break-time.

Outdoor temperatures are monitored closely and if they should drop to an unacceptable level (less than minus 5 degrees Celsius) all of our pupils will remain inside.

Extra-Curricular Activities

We provide a varied range of school clubs and activities from **3.30pm to 4.15pm/4.30pm**. These exciting activities encourage confidence, teach new skills and allow children to socialise with pupils from other classes. Activities will change throughout the year in order to cater for a range of interests and hobbies. These clubs are optional but we do encourage all children to participate in at least one club per week. Please note that some clubs are free and some require payment. In addition most clubs are in English but we also have a few clubs in Czech.

Supervision at Prague 6

Park Lane International School, offers morning supervision from 8.00am to 8.50am located in the dining hall. Afternoon supervision from 3.30pm to 4.30pm for Nursery to Year 1 which takes place in the playground or in the ground floor classrooms during wet weather. Please note, supervision opens from 8.00am and if your child arrives before this time you should wait with them in the foyer of the school.

Late supervision is from 4.30pm to 5.00pm and takes place outside in the playground or in the school hall during bad weather. This is a complimentary service for you to use if your child arrives at school early or has to be picked up late. **Please make sure that your child is registered for this provision.**

Dress and Appearance

Please ensure your child wears **comfortable and appropriate clothing**. This includes sensible indoor and outdoor shoes and clothing for PE (school PE kit). **PE kits** are available to purchase in the school office. We ask that children **do not wear jewellery** to school. However, it is acceptable for stud earrings to be worn and jewellery for medical/religious reasons. Long hair should be tied back particularly for PE and Science lessons for safety reasons. Make-up should not be worn by pupils.

Lost Property

All clothing **must be clearly marked with sewn in name tapes in each garment.** Any Lost Property will be placed in the Lost Property lockers in the School foyer.

Nutrition

We believe that healthy and nutritious food is essential for the healthy development of children. We ensure that the food at Park Lane International School is varied and balanced, and contains a sufficient amount of lean meat, fish and whole-grain products, fruit and vegetables. Each day the children have a morning snack, lunch and an afternoon snack. Drinks accompany all meals and snacks.

We work closely with our caterers to ensure that allergies and dietary requirements are met. Please ensure you contact our school office to inform us of any changes to your child's dietary needs from those listed on the enrolment form so that we can alter their lunches accordingly.

'Brain' food – If you would like to send your child to school with a snack from home we ask that you choose from the following foods: fruit, yoghurt, muesli bar, rice cakes, healthy sandwich or vegetable sticks.

Park Lane is a nut-free school so please refrain from sending anything to school that contains nuts.

Please contact your class teacher should you wish to bring in any external/home food to school for a birthday party or special occasion. It is important for the staff to know the ingredients in case of pupil allergies.

Meal selection

Our students all receive the same soup and snacks each day but there is a choice of a meat, vegetarian or allergens free dish each day. The menu and the order form for the upcoming month is posted on the website along with the deadline for meal selection. The menu can be easily accessed and updated at <http://foodmenu.dataroom.cz/>. Children are encouraged to take part in the selection process, as this helps to ensure that they feel satisfied with their meals.

If you do not make your choice by the requested date, Menu 1 will be automatically selected for your child. However, this can be easily modified via the menu website for the following week.

Cancellation of meals

Please remember that if you have to cancel lunches, you must phone or email the school office or cancel it through the website <http://foodmenu.dataroom.cz/>. Meals cancelled within 48 hours notice will not be refunded, as our caterer requires two full days to cancel an order. Refunds, which can be deducted from your next payment or deposited into your bank account, are made twice a year.

Drinks

Research shows that being properly hydrated helps students maintain energy levels and enhances brainpower and concentration. Drinking fluids is an essential part of lunch and snack times. Water is always available for your child throughout the school day, not only when the children are having snack or lunch. Your child can ask for a drink at anytime during the day. We ask that you provide your child with a named water bottle, especially during the summer months, so that drink is always available to your child throughout the day.

Parties and Invitations

The school takes an interest in the welfare of its pupils outside school hours. Our policy is that out of school birthday invitations should be distributed to all pupils within the class. If only a selection of children are to be included, such invitations must be **distributed privately and not brought to school.** We are happy for pupils to bring in a cake and snacks to share with their class towards the end of the school day to celebrate their birthday but the school **cannot accommodate parties within the school premises.** Please always liaise with the class teacher about these arrangements so that we can continue to ensure minimal disruption to our teaching and learning programme.

Safeguarding

Park Lane International School is committed to safeguarding and promoting the welfare of every pupil. Our pupils' welfare is of paramount importance. We are all responsible for creating a safe community and

environment, in which the understanding and awareness of risk is embedded within the culture. All pupils have a fundamental right to be protected from harm and from all forms of neglect, abuse and exploitation and should feel safe and secure at school.

As part of the school's INSET training all staff, academic, administrative and support staff have regular annual safeguarding and child protection training. The last training session was held on Tuesday 30th August 2016.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The School's Child Protection Policy is available via the school website (www.parklane-is.com) or a paper copy may be requested from the Principal.

If you have any concerns about your safety and welfare you can raise those issues with the Designated Persons for Safeguarding. Your concerns will be taken seriously, you will be encouraged to talk and will be listened to.

The Primary School Designated Person for Safeguarding is Mr Joe Eyles.

Mr Joe Eyles- Telephone : 0731194715 E-mail : joe.eyles@parklane-is.com

School Nurse

The School Nurse is available to treat any minor injuries etc. Parents will be sent a medical questionnaire each year and are asked to inform the School Nurse if any medical details change. No pupils should have drugs or medicine at school without the knowledge of the School Nurse. Children taking regular medication may leave a supply with the School Nurse and can then access this as required. Non-prescription medicines should be given to your child before and after school, as we do not allow children to bring these into school. We will contact you should your child need to be picked up from school due to illness or as a result of any injuries sustained at school.

In the interests of all children's health at the school we ask that you do not send your child to school if they are sick or have an infectious disease. If your child develops symptoms at school, you will be notified immediately so they can be collected. Please contact the school immediately if your child has a communicable disease, such as chicken pox or headlice so that parents can be informed of an outbreak.

Headlice

"Once a week take a peek!"

Head lice or nits are very common within the general population but most prevalent within Primary Schools and most especially the youngest of children. At any given time 1 in 10 children will have head lice. Contrary to popular belief they do not jump but move through head to head contact. Hygiene is also not a deciding factor.

An infestation of head lice has to be dealt with as a community. As a school we can not check your children's hair, but would recommend that you do so on a weekly basis. If you require help or advice on how to do so effectively please consult the school nurse.

If you do find either live head lice or nit (empty egg sacks) please inform school immediately. Once school has been contacted a letter will be sent to all parents within the class. If you receive such a letter please check your child's hair and treat immediately if necessary.

Some useful websites:

www.headlice.co.uk/schools/scholls.aspx

www.onceaweektakeapeek.com/

www.netdoctor.co.uk

Fire Practices

We hold regular fire drills during the term so that all pupils know exactly where they should go in the event of a fire.

E-Safety

In addition to the filtering and monitoring facilities which are part of the school's IT network, we also run a series of e-safety training sessions for teaching staff, non-teaching staff, parents and pupils. This programme is designed to be educational, laying emphasis on the raising of awareness of digital capabilities and of the possible consequences, intentional or inadvertent, of their use and misuse. This includes:

- Showing children how to stay safe on line using age appropriate teaching materials.
- How parents can help ensure their child remains safe in their use of the internet and mobile technology as well as in their exposure to computer and video games.

We very much believe that we should help all pupils to understand and manage the risks that they will inevitably face. Excellent advice is available from a number of websites including:

www.thinkuknow.co.uk

www.bbc.co.uk/cbbc/help/web/staysafe

Security

We make sure Park Lane pupils are secure at all times. There is a security officer based at each campus who ensures there is no access for unauthorised individuals and pupils remain in the school grounds unless written permission from parents has been given for their child to leave the school unaccompanied. Each building has a key pad entrance code which is available to members of the school community only.

Severe Weather

It is our policy to remain in session whenever possible, provided that the safety of pupils is not at risk. The following procedures might apply when the overriding concern for safety obliges the school to consider curtailment of the school day.

- **Students travelling on School Buses (inward journey)**
Parents will be contacted by the School office regarding any buses that are not able to operate. If no information is relayed, the services are operating as normal but may well be delayed.
- **Students travelling on School buses (return journey)**
If snow or other severe weather conditions threaten, we will liaise closely with local police and our bus companies. Only if absolutely necessary, we will then send home early those pupils who travel on one or more of the school buses. Every effort is made in these circumstances to contact the parents concerned at home or at work; we will retain any children whose parents or relatives we have been unable to reach.
- **Extreme early morning conditions**
In very severe conditions, it might be necessary to close the school for the day. In this very rare event, the relevant information will be posted on the school website.
- **Check before you set off.**
Please do not attempt any journey that you feel may be unsafe. If you are in any doubt as to the wisdom of undertaking the journey to school, check the school website. A message will be placed as early as possible, especially in the event of closure (target time: 7.00am). If your child arrives at school, a team of staff will be on duty to ensure his or her well being.

Anti-Bullying

Each individual at Park Lane International School has the right to feel safe and happy at school and to be protected whenever he or she feels threatened or vulnerable. Pupils are expected to show respect to other people at all times. Threats, physical attacks, name-calling, mocking, harassment, racism, sexism and all forms of victimisation, including via emails, social networking sites or mobile phones and video/text messages, are regarded as serious interference with the right to happiness of other pupils. They will not be excused on the grounds of being part of a game. Persistent abuse of this form may lead to pupils being asked to leave the school altogether. If you suspect your child is being mistreated, you should contact the Class Teacher or the Head of Primary without delay.

Bicycles

Pupils may have bicycles at school. If they do, we assume that parents are happy that they should be ridden on the roads. Pupils must wear helmets when cycling either around the school grounds or out on the road. Please make sure that bicycles are clearly named, insured, and have a good padlock. There is a bicycle rack at the entrance to the school, where pupils should secure their bicycles during the day.

Cameras and Audio Recording Equipment

The use of cameras and/or audio recording facilities in school or on school visits is not allowed without specific permission of the teacher in charge.

Address Changes

If you move house, it is vital that you inform the School Site Administrators and your child's Class Teacher of the new address and telephone number immediately.

Equal Opportunities

Park Lane International School operates an Equal Opportunities policy for all pupils and staff. If individuals think that there has been a breach of this policy, they are encouraged to talk to a member of staff about it, especially their class teacher. Copies of the Equal Opportunities Policy are available from the school office.

Fees

Fees are set annually by the Managing Board who aim to provide a high quality education whilst keeping fees as low as possible. In order to make the most efficient use of the fees it is essential that they are paid on time. The school fees are inclusive and we try very hard to avoid extras, except where an obvious extra service is given, or a pupil goes on a specific trip. It is worth pointing out that our fees include personal accident insurance and travel insurance for all pupils. The smooth running of the school's finances depends upon the payment of fees on the appropriate dates: failure to pay on the given dates will be investigated by the Bursar. The school has the right to charge interest on overdue accounts. Please note that the school has no obligation and will not accept any liability to refund fees in the case of absence from school due to accident, illness or family leave circumstances.

Insurance

Please note that while the school will take every reasonable care, it is not possible for the school to assume liability in the case of loss of or damage to personal possessions of pupils. Parents are strongly advised to take out their own insurance to cover items of value which may be brought to school by pupils, especially mobile phones, watches and musical instruments. Please keep a record of the type, model and maker's numbers of such items so that a full description is available in case of loss.

Library

The School Library contains a selection of both fiction and non-fiction resources to support and enrich the curriculum. Classes regularly visit the library for sessions with the class teacher or librarian and pupils are expected to borrow books of their choice. Visits from popular authors, storytelling days and the annual book fair all encourage the pupil's involvement in reading.

Mobile Phones

Bringing mobile phones and other portable electronic equipment to school is strongly discouraged, except for reasons of safety. If your child is travelling by public transport, school bus or walking a **permission slip** must be completed by a parent/guardian. Mobile phones must be handed in at the Primary School office at the beginning of the school day and may be collected on dismissal for the journey home.

Photographic & Video Images of Pupils

To comply with the Data Protection Act, the school needs parental permission to photograph or make recordings of your child. It is the school's policy to assume that parents are happy to have their son/daughter photographed or videoed for the purpose of school records, and for assessment and publicity purposes (e.g. the school website and prospectus). The school for use in future publications may then store these images. Names of children are often required for particular achievements to be reported (e.g.

academic, sporting or musical triumphs). Please let the Principal know in writing if you object in any way to this practice.

School Yearbook

The School Yearbook is published during the year and is given to all pupils. It is hoped that parents will make a point of collecting it from their children and reading through it, as there is much of general interest in its pages. Should you require any extra copies, please do not hesitate to contact the School Office. Parents who work in an environment where the School Yearbook could be displayed (eg Doctor's Surgery), are encouraged to request copies from the School Office.

The School Bus

If you are registered for the School Bus, we would like to remind you that the route of the school bus is planned once a year before the first day of school. Although we try our best, Park Lane International School cannot always accommodate changes of pick up locations during the school year. If you are not registered for transport on the Bus, please note that new requests can only be considered when space allows.

Damages

We accept normal wear and tear on buildings and furniture, but when we are faced with wilful or negligent acts that cause damage, we will have no alternative other than to send parents a bill for the full replacement amount of the item(s) concerned.

Withdrawal

Parents are asked to note that they are required to give notice in writing to the Principal for the withdrawal of a pupil from the school; otherwise, a term's fees are required in lieu of liquidated damages. **A 90 day notice period is required.**

Complaints Procedure

All parents should know that Park Lane International School has a complaints procedure for Pupils and Parents. It is expected that most day-to-day matters can be sorted out internally, but if this is not possible we do have a system in place. If parents have complaints, it is hoped that they can be resolved between relevant staff and parents. Should that fail, the Principal will step in to mediate. If that does not resolve the problem then the Managing Board should be contacted. The full parental complaints procedure is available on the school website.