INTERNAL POLICIES
2023/2024

**International
sharing school**
madeira-portugal

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ETHOS

A passion and pride for learning.

VISION

We are dedicated to achieving enjoyment and excellence in education for all. We follow three basic principles:
- Respect yourself;
- Respect others;
- Respect the environment.

MISSION STATEMENT

International Sharing School aims to provide an excellent and continuous international educational experience in order to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding, respect and learning through sharing.

We aim to achieve this by:

- Promoting the physical, social, spiritual, mental and emotional health and well-being of all individual students and staff;
- Encouraging the intellectual, personal, social and linguistic development of each student;
- Fostering international understanding through working together in a friendly cross-cultural environment;
- Using English as the official language of instruction.

AIMS

We are dedicated to differentiated teaching, which creates opportunities for all students to progress and to make use of their diverse social and cultural backgrounds.

International Sharing School is an IB World School authorised to offer the IB Primary Years Programmes and Middle Years Programme.

The acquisition of knowledge is part of a larger framework designed to develop skills and attitudes, driving an inquiry and concept-based approach to learning. We build on the students' natural curiosity and enthusiasm to develop their ability to think analytically, connect ideas and be imaginative and creative actors in their own learning process.

At International Sharing School we:

- Study across a broad range of subjects, including specific languages, drawing on the content from educational cultures across the world;
- Give special emphasis to language acquisition and development;
- Encourage transdisciplinary learning;
- Focus on developing the skills and passion for learning;
- Provide students with opportunities for individual and collaborative planning and research.

SCHOOL CONTACTS

Telephone: (+351) 291 773 218
Mobile phone/WhatsApp: (+351) 924 447 711
Email: office@madeira.sharingschool.com
Address: Caminho dos Saltos, 6 – 9050-219 Funchal

BOARD OF DIRECTORS

- Miguel Ladeira Santos - CEO - President of the Board
- Francisco Ladeira Santos - CFO - Vice President of the Board
- Filipe Ladeira Santos - Member of the Board

The School Board of Directors encourages open communication with the whole school community. Teachers can feel free to drop in, make an appointment or email any questions, concerns, or suggestions they may have. Positive feedback is, of course, also welcome!

The School Board of Directors maintains an "Open Door" policy, which means if the door is open and not in a meeting, teachers, students, and parents should feel comfortable to enter.

LEADERSHIP TEAM

- Júlia Ladeira Santos - Principal
- Jenie Noite - Primary Years Coordinator
- Olga Put - Middle Years Coordinator

EQUAL OPPORTUNITIES

Equal opportunities underpin the value system of International Sharing School. The ethos of the school is one of tolerance, understanding and striving for excellence in all. All members of ISS community are encouraged to understand, appreciate and value the differences between us and to challenge negative labels and attitudes. ISS recognises its responsibility to avoid discrimination and to promote equality for students, staff and others using the school facilities.

It is acknowledged that discrimination may be direct or indirect and includes victimisation and harassment. Promotion of equality must exist in our school procedures and in our dealings with students, parents and other members of the community. As such it should be noted that all references to parents and carers throughout all our policies are intended to be entirely gender neutral.

At International Sharing School our Program Coordinators are the equal opportunity guiders who are responsible for ensuring the equality of opportunity within the school community. This includes equal opportunity issues for the students, parents and staff, admissions and recruitment.

Programme Coordinators

- PYP Coordinator – Mrs. Jenie Noite
- MYP Coordinator – Mrs. Olga Put

Staff

- We shall not discriminate directly or indirectly in the recruitment or employment of staff on grounds of any of disability, ethnicity, gender identity and transgender, faith, creed, marriage and civil partnership, sexual orientation, pregnancy and maternity, age;
- With regards to disability, we shall make every reasonable adjustment so that a disabled person is not at a substantial disadvantage in comparison with people who are not disabled;
- We shall not discriminate in relation to terms and conditions, promotions, disciplinary procedures, trainings opportunities and employment practices such as dress code;

- Staff are required, through their behaviour towards each other and towards the students, to foster an awareness of the importance of equal opportunities and respect for others;
- We will not discriminate directly or indirectly against student seeking admission to the school with regard to how current pupils are treated, on grounds of gender, race, disability, creed;
- Students with Additional Educational Needs (i.e., those who have a learning difficulty which calls for Additional Educational provisions to be made for them) have equality of access to the curriculum and have their needs met through inclusion.

Promoting Equality

International Sharing School aims and ethos will be effectively communicated to all members of the community and our policies will underpin the promotion of equal opportunities. Any incident of discrimination or intolerance will be dealt with promptly and sensitively.

Race

International Sharing School is committed to promoting equality of opportunity and to promoting good relations between people of different race and nationality.

All racist incidents will be recorded and will be subject to sanctions as set out in each school's Behaviour Policy.

Gender

At International Sharing School we respect the right of all students to feel comfortable with their own gender identity and are committed to offering equal opportunities to all.

At all times the welfare of the individual student and of all students will remain at the centre of any decision-making.

Disability

International Sharing School is committed to promoting equality of opportunity between disabled and other people.

A disability is defined as 'a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities'. To

be disabled, a person must fulfil each and every criterion listed in this definition. A disabled person is a person with a disability.

While International Sharing School physical facilities for the disabled are limited, we will do all that is reasonable to ensure that the School's culture, policies are made accessible to students who have disabilities and to comply with our legal and moral responsibilities in order to accommodate the needs of applicants, students and members of the staff who have disabilities for which, after reasonable adjustments, we can cater adequately.

In line with the Additional Educational Needs (AEN) will make reasonable adjustments to ensure that students with disabilities are not disadvantaged in their access to:

- the physical environment of International Sharing School;
- the programme of learning and development offered;
- the information provided to students and parents.

Curriculum

The curriculum must demonstrate a commitment to equal opportunities.
International Sharing School undertake to:

- Have regard to the outcomes of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing;
- Have regard to the IB, learner profile, Attributes and the curriculum;
- Encourage everyone to value the contributions of others regardless of cultural and religious differences;
- Provide opportunities for all members of the school community to understand roles in society free from prejudice based on race, gender, creed and nationality;
- Provide the students with the opportunity to experience aspects of different cultures at first hand;
- Promote the needs and rights of others;
- Encourage the development of personal, social and professional relationships;
- Acknowledge individuals' rights and roles in the world of work and the work environment;

- To provide equal educational opportunity regardless of physical ability.

The curriculum will achieve these aims by:

- Using positive images to combat negative stereotypes;
- Being aware of different types of learning and developing and encouraging different teaching methods to take account of these;
- Ensuring that students with special needs have access to the curriculum through the implementation of the special needs policy;
- Screening the reading and audio-visual resources to ensure that positive images of women, people of different races and cultural backgrounds and people with disabilities are promoted;
- Using assemblies as a forum where the students are encouraged to acknowledge, express themselves and celebrate individual differences;
- Staging events and visits with the aim of promotion equal opportunities using display materials which promote the positive contribution of women to society, racial equality, cultural diversity and awareness of disability;
- Involving students, staff and parents in welcoming the cultural and ethnic diversity of our community.

Parents

We shall ensure that parents are informed of the principles and philosophies that lie behind our Equal Opportunities Policy. Parents will be made to feel welcome and all reasonable efforts will be made to ensure physical access to the ISS through the Code of Conduct and in all dealings with parents, the school will demonstrate and encourage respect.

In this and in all our policies it should be noted that any reference to a "parent" applies not only to a student's birth parents, but to adoptive, step or foster parents, or other persons who have parental responsibility for or care of a student.

CHILD PROTECTION

Child protection team

School Principal: Mrs Júlia Ladeira Santos
Primary Years Programme Coordinator: Mrs Jenie Noite
Middle Years Programme Coordinator: Mrs Olga Put
Additional Educational Needs: Ms Marta Ferreira

At International Sharing School, every student has the right to develop themselves emotionally, intellectually, and physically. All students have equal rights to protection from any form of violence, abuse, or neglect; Therefore, we believe that:

- Every staff member at International Sharing School has the responsibility to safeguard and promote the physical and social-emotional wellbeing of all students;
- International Sharing School is committed to ensuring the safety and wellbeing of all the students including when developing and delivering school activities;
- All staff have an equal responsibility to report to their Programme Coordinator any suspicion or disclosure suggesting a student is at risk of harm, to himself or others, in accordance with the protection procedures described in this policy;
- Every member of staff will sign and adhere to the International Sharing School staff code of conduct. This agreement has guidelines of safe professional practice for the protection of the whole community;
- All students and staff involved in child protection issues will receive appropriate support from the child protection team and school administration who are charged with applying this policy.

The aim of this document is:

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of students;
- To ensure best practices are consistent across the school;
- To maintain hiring practices that ensure the safety of children;

- To demonstrate the school's commitment and compliance with procedures regarding safeguarding children Policy Statement Child abuse and neglect are concerns throughout the world.

Child abuse and neglect are violations of a child's human rights and are obstacles to the student's education as well as to their physical, emotional, and spiritual development. International Sharing School endorses the UN Convention on the Rights of the Child, of which our host country, Portugal, is a signatory and seeks to be a safe place for students who may be experiencing abuse or neglect in any aspect of their lives.

Schools fill a special institutional role in society as protectors of children. The ISS community must ensure that all children in our care are afforded a safe and secure environment in which to grow and develop. ISS staff, having the opportunity to observe and interact with students over time, is in a unique position to identify children who are in need of help and protection. All ISS staff has the obligation to understand the main crimes against minors for Portuguese law and the related duties to report these crimes. Therefore, **all International Sharing School members of staff are legal mandatory reporters** and have a professional and ethical obligation to be alert to the signs of neglect or abuse and inform a member of the Child Protection Team of suspected abuse or neglect.

Procedures are initiated as directed by school policy and regulations in accordance with local authorities and Portuguese child protection laws.

International Sharing School will distribute this policy annually to all parents, applicants, and International Sharing School members of staff. International Sharing School will provide developmentally appropriate education to International Sharing School students on child protection issues and will provide training for all staff. International Sharing School will make every effort to implement hiring practices to ensure the safety of students and will review the policy annually for child protection law and regulation compliance and effectiveness.

In the case of a staff member reported as an alleged offender, International Sharing School will follow a carefully designed course of action in accordance with Portuguese law and regulations, keeping the safety and wellbeing of the child as the highest priority.

Definition Of Terms
What is child abuse?

According to the World Health Organization (Krug EG et al., 2002), child abuse constitutes "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the student's health, survival, development or dignity in the context of a relationship of responsibility, trust or power." A person may abuse a student by inflicting harm, or by failing to act to prevent harm. Students may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them or by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem. Most child abuse is inflicted by someone the child knows, respects or trusts. The World report on violence and health and the 1999 WHO Consultation on Child Abuse Prevention distinguish four types of child maltreatment:

- Physical abuse;
- Sexual abuse;
- Emotional and psychological abuse;
- Neglect.

Physical Abuse

Physical abuse of a student is defined as the intentional use of physical force against a student that results in – or has a high likelihood of resulting in – harm for the student's health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating. Much physical violence against children in the home is inflicted with the objective of punishing.

Sexual Abuse

Sexual abuse is defined as the involvement of a student in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society. Students can be sexually abused by both adults and other students who are – by virtue of their age or stage of development – in a position of responsibility, trust or power over the victim.

Emotional And Psychological Abuse

Emotional and psychological abuse involves both isolated incidents, as well as a pattern of failure over time on the part of a parent or caregiver to provide a developmentally appropriate and supportive environment. Acts in this category may have a high probability of damaging the student's physical or mental health, or its physical, mental, spiritual, moral or social development. Abuse of this type includes: the restriction of movement; patterns of belittling, blaming, threatening, frightening, discriminating against or ridiculing; and other non-physical forms of rejection or hostile treatment.

Neglect

Neglect includes both isolated incidents, as well as a pattern of failure over time on the part of a parent or other family member to provide for the development and well-being of the student – where the parent is able to do so – in one or more of the following areas:

- health;
- education;
- emotional development;
- nutrition;
- shelter and safe living conditions.

The parents of neglected children are not necessarily poor. They may equally be financially well off.

Legal Obligation to Report Situations Prejudicial to Minors (Criminal Ambit)

A "prejudicial" situation is one occurring in the home or outside where the minor is subjected to suffering, distress, or neglect such as to impair his/her potential for growth and development. Certain offences against minors are prosecutable, therefore, the School reports to CPCJ- Comissões de Proteção de Crianças e Jovens (Commissions for the Protection of Children and Youth) who will take over the case and the School will work together with the authorities needed.

CODE OF CONDUCT

At International Sharing School we believe in creating a whole school culture that is safe and inclusive. This staff Code of Conduct Policy is designed to guide the standards of behaviour all school staff are expected to observe. School staff are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the students within the school. As a member of a school community, each staff member has an individual responsibility to maintain their and the school's reputation, whether inside or outside of working hours.

Our aims underpin the school culture: to develop a happy, friendly and safe environment and to encourage a caring, respectful and trusting relationship between all students and adults.

This policy helps all staff to better understand the standards of behaviour which are and are not acceptable; also taking into consideration the disciplinary rules in the School's Disciplinary Policy and Procedure. Staff should be aware that a failure to comply with the school's Staff Code of Conduct could result in disciplinary action, including but not limited to dismissal.

- Objective of this policy:
- To safeguard students and protect staff;
- To make explicit expectations of performance and conduct;
- To minimise opportunities for abuse;
- For all staff to have the confidence to report concerns with full confidentiality;
- To respond promptly to concerns: we always investigate and address issues;
- To implement appropriate measures;
- To create and maintain an ethos of mutual respect, transparency and fairness.

Students and staff are expected to work together to build a school whereby relationships are characterised by mutual and appropriate respect. Praise and building on the positive should always be the priority. Where firmness is called for, this should be exercised calmly, and always avoiding shouting at students, unless there is a Health and Safety risk.

The school behaviour policy and associated documents establish expectations and consequences. If a staff member is having difficulties managing students' behaviour, they should discuss this matter with the Programme Coordinator immediately.

Setting an Example

Relationships between staff should be characterised by fairness, transparency and respect. This means valuing all contributions, acknowledging differences, and working together to build a climate of continuous improvement. Politeness and respect are essential ingredients: where differences occur, they should be dealt with calmly and fairly.

- All staff who work in our school set examples of behaviour and conduct that students' can replicate. They must, therefore, avoid using inappropriate or offensive language at all times;
- All staff must demonstrate high standards of conduct to encourage our students to do the same, avoiding putting themselves at risk of allegations of abusive or unprofessional conduct;
- All staff are expected to familiarise themselves and comply with all school policies and procedures.

Safeguarding Students

Staff must have regard for keeping students safe, which means safeguarding students from physical abuse, sexual abuse, emotional abuse and neglect.

To protect consists of the duty of reporting concerns about a student or colleague to the school's Child Protection Team which consists of:

- School Principal: Mrs Júlia Ladeira Santos
- Primary Years Programme Coordinator: Mrs Jenie Noite
- Middle Years Programme Coordinator: Mrs Olga Put
- Special Educational Needs: Ms Marta Ferreira

We lead by example therefore, we must treat students with respect and dignity and not seriously demean or undermine students, their parents, guardians, carers, or colleagues.

As a team, we should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.

All staff members must take reasonable care of students under their supervision to ensure their safety and welfare.

Relationships

Staff must declare relationships with students outside of school (Appendix 1), including mutual membership in social groups, tutoring, or family connections. Staff should not assume that the school is aware of any such connections.

- Relationships with students must be professional at all times. Physical relationships with students are not permitted and may lead to a criminal conviction;
- Staff must refer to each other appropriately by their professional or chosen names. Nicknames or mispronunciation might cause offence and should be avoided;
- Encouraging a relationship to develop in a way that may lead to a sexual relationship or any other inappropriate one will be viewed as a grave breach of trust;
- Contact with students must be via school-authorised mechanisms and solely for educational purposes. At no time should personal telephone numbers, texts, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students;
- If contacted by a student by an inappropriate route, staff should report the contact to their Programme Coordinator immediately;
- Behaviour giving rise to concern should also be reported, which includes students seeking affection, being sexually provocative or exhibiting overly familiar behaviour;
- Staff should inform their Programme Coordinator of any relationships which may create an enhanced risk to children so that necessary steps can be taken, e.g. cohabitation with a person convicted of a serious offence.

Honesty and Integrity

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

Professional references from the school will be provided by the Principal and/or Programme Coordinator. References given by other staff members must be clear that they are provided in a personal capacity.

Conduct Outside of Work

Staff must not engage in conduct outside work which could seriously damage the school's reputation or the employee's reputation or the reputation of other members of the school community.

In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance in the school. It is recommended that permission is sought in advance.

Staff must disclose any work outside school or outside business interests where there is a potential conflict of interest with their employment at the school.

If any allegation of wrongdoing occurs in a staff member's work outside school (whether or not they deny this) which may have a bearing on their employment, they must disclose this immediately to the Programme Coordinator or Principal.

Forming inappropriate relationships or friendships with children or young students under the age of 18 will be viewed as inappropriate and impact the school's ability to trust the staff member to maintain professional boundaries with students at the school.

A work-related social event is considered an extension of the workplace and as such, the standards of behaviour expected at these events align with this policy.

E-Safety and Internet Use

Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Consideration should be given to the school's ICT Manager at all times (it@taguspark.sharingschool.org), both inside and outside of work.

Staff must not engage in inappropriate use of social media sites which may put themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high-security settings on any personal profiles they may have.

Staff should exercise caution in using all social media or any other web-based presence they may have, including written content, videos or photographs, and views expressed directly or by 'liking' certain pages or posts established by others. This may also include using dating websites where staff could encounter students with their own profiles or acting covertly.

Contact with students should only be made via school email accounts or telephone equipment when appropriate and strictly for educational reasons.

Photographs or video footage of students should only be for purposes authorised by the school, and any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored following the school's procedures on school equipment.

Confidentiality

Where staff have access to confidential information about students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the student.

All staff are likely at some point to witness actions which need to be confidential. For example, where a student is bullied by another student (or by a member of staff), this needs to be reported and dealt with following the appropriate school procedure. It must not be discussed outside the school, including with the student's parent or carer, nor with colleagues in the school except with the school's Principal, Programme Coordinators or AEN Coordinator and with the appropriate authority to deal with the matter.

However, staff have an obligation to share any information with their Programme Coordinator that concerns a student's safety or welfare. Staff must not promise a student that they will not act on information that they are told by the student.

Staff are not allowed to make any comment to the media about the school, its performance, governance, student or parents without written approval. Any media queries should be directed to the Board.

Dress and Appearance

All staff must dress in a manner that is appropriate to their role and promote a professional image. Staff should dress in a manner that is not offensive, revealing or sexually provocative. Staff should dress in a manner absent from political or other contentious slogans.

All staff at International Sharing School are role models for the students across the school. This responsibility includes modelling the best example of appropriate clothing for the task in hand and maintaining high standards of professional practice. A reasonable dress code also reinforces effective ways that staff can and do model their behaviour and communication.

Teaching is a professional vocation and a dress code is a relatively straightforward way in which the professional practice of teaching can be maintained, demonstrated and evaluated.

Having a dress code for staff helps to align good practice and set the school standards, expectations and ethos.

It is also essential that staff are suitably dressed to meet safeguarding and health and safety procedures and practice.

Staff at International Sharing School should be able to dress according to their professional judgement, individual style and personality unless this is detrimental to their capacity to do their job, safeguard students or is deemed unsafe or inappropriate for some other good reason.

Nevertheless, the following must be adhered to:

- Suitable, smart clothing must be worn;
- No transparencies showing underwear or private parts of the body;

- Tracksuit bottoms are not to be worn, unless for P.E.;
- Men are expected to wear a shirt or smart top;
- Ensure underwear is not showing, including bra straps;
- If jewellery is worn, please ensure that it is not excessive and does not present a potential health and safety risk to either students or staff, including body piercings.
- If visible, piercings must not cause offence to others; if piercings are visible, staff members may be asked to remove them or replace them with a less noticeable alternative;
- Facial coverings will generally be expected to be removed whilst on duty, to optimise good communication and to help identify individual teachers;
- No aspect of an employee's dress or appearance should be politically motivated, sexually provocative, discriminatory, insensitive, or offensive;
- If visible, tattoos must not cause offence to others; if tattoos are likely to cause offence, they must be covered up whilst at work;
- Appropriate clothing should be worn for the occasion (e.g. if you are sitting on the floor/crawling around outside etc);
- ID Badges must be worn at all times.

In all circumstances, common sense should prevail. Please ask if you are unsure of what is appropriate.

Photocopier Use and Printed Documents

Staff should be aware that the nature and details of all printed materials and must email any photocopies to the Office with 48 hours' notice.

If students need any printing done in colour, they must email their teacher and have it approved and converted to PDF and the teacher (in PYP) or the student (in MYP) should send it to the Office with 48 hours' notice.

Use of Phones (School and Mobiles phones)

Staff are requested not to use the school telephones for personal calls, and it is understood that there are exceptions at times.

Staff must not use personal mobiles or have them out in the classrooms, corridors or playarea when students are present unless previously agreed with the Programme Coordinator.

Entering and Exiting the Building

Staff are required to enter and exit the building using the main front door, always wearing their individually ID badges.

All staff members should be in school by 08:00 until 16:00, unless with prior permission from their Programme Coordinator or Principal. Work from home is permitted up to 7 hours per week with the prior approval of the Programme Coordinator.

Mental Health

All staff should take care of their physical and mental well-being.

All staff are encouraged to look after their physical and mental well-being, including maintaining a healthy work-life balance. We take stress issues very seriously and look to provide appropriate support and help in these cases.

All staff should have access to counselling and support. Staff members needing support are encouraged to confidently discuss issues and concerns with the Programme Coordinator or school Psychologist.

Conclusion

All staff are expected to demonstrate consistently high standards of personal and professional conduct. By adhering to this code of conduct, staff can be assured they are playing their part in safeguarding students and protecting themselves. We expect all staff to sign a copy of this code of conduct.

Compliance

All staff must complete the form in Appendix 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed, dated, and returned to their Programme Coordinator.

ACCIDENT AND INJURY

An accident is an unplanned, uncontrolled event which causes or could cause injury.

- The formulation of this Policy enables our school to effectively:
- Provide for the immediate needs and requirements of students or staff who
- have sustained either a serious or a minor injury;
- Ensure that adequate resources and arrangements are in place to deal with
- injuries/accidents as they arise;
- Ensure lines of communication with parents/guardians are in place if required;
- Activate a known plan of action with which all staff are familiar.

Roles and Responsibilities

The overall responsibility for managing school supervision/routines rests with the Programme Coordinator. International Sharing School staff members are responsible for classroom supervision, playground duty and are directly responsible for supervising students during break/lunchtime.

This Policy reinforces the school's mission statement by ensuring the continued provision of a safe and secure learning environment for each student and a duty of care at all times when the school is in operation.

First Aiders

Our PE Team is trained in first aid procedures and are responsible for providing first aid to students in need while we await the arrival of parents/guardians and/or ambulance.

Our first aiders are:

- Mr Afonso Franco
- Mr Roberto Santos

Aims/Objectives

- To ensure the physical safety and well-being of all staff and students;

- To develop a framework of procedures whereby all injuries are dealt with in a competent and safe manner;
- To provide training for staff with the effective use of outside expertise so that children have access to proper interventions;
- To comply with all legislation relating to safety and welfare at work.

Procedures

- Safety of students and staff is a priority for International Sharing School, and robust measures have been put in place to ensure no students or staff members are put at risk;
- The school is insured under Tranquilidade;
- Each classroom teacher regularly instructs their class on issues relating to safety in the class/playground. Dangerous practices such as climbing trees, climbing goalposts, throwing stones, running fast, engaging in fighting etc. are subject to correction (see School Behaviour Policy);
- There are at least two staff members on playground duty at any one time.

Minor Accident/Injury

A staff member on playground duty initially looks after the injured party. If deemed necessary, the student will be taken to the school Office. No medicines are administered by the school, but cuts are cleaned, and antiseptic cream and bandages/plasters are applied if deemed appropriate. The use of plastic gloves is advised at all times. The P.E. Team will evaluate the need to call the parents or emergency assistance (112 emergency number).

Serious Accidents/Injuries

If considered safe to do so, the injured party is taken to the school Office. Parents/guardians are immediately informed, particularly if there is a suspicion of broken bones/head or eye injuries. An ambulance is called if the considered opinion of the staff on duty is that immediate professional help is required.

The student is kept under observation until emergency arrives, making the student as comfortable and as settled as possible. An accident report form will be filed.

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ib

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e Assessment

Internal Policies

Very Serious Injuries

In the event of a very serious injury, parents/guardians are immediately contacted. An ambulance (112) should be called immediately. Parents are kept informed of developing situations.

Categories of Injury/School Procedures

In all cases of injury, it is understood that there are at least two teachers on playground duty.

Minor Cuts and Bruises

1. Clean around cuts using antiseptic, cleaning from the centre outwards;
2. Gloves are used at all times to reduce the risk of spread of infection;
3. A check is carried out to locate small bodies which may be embedded in the wound;
4. Plaster, gauze or lint is placed on the wound;
5. Observation is maintained;
6. Tutors/homebase teachers will inform parents.

Sprains/Bruises

In the event of a sprain/bruise, the process of rest, ice, compressing and elevating is implemented. Tutors/homebase teachers will inform parents if necessary.

Vomiting/Diarrhoea

Staff and students suffering from vomiting/diarrhoea should not remain in school – parents will be contacted and students should be picked up immediately.

Faints and Shocks

1. Lie the injured party down;
2. Raise the legs above the level of the heart;
3. Loosen any tight clothing;
4. Ensure there is fresh air;
5. Keep crowds away;
6. Office/staff member will contact parents;
7. The event is subsequently recorded in the Accident Book.

Severe Bleeding

1. Act instantly;
2. Set or lie the injured party down;
3. Press down on wound using gloves;
4. Lift (if possible) the injured part above the level of the heart;
5. Put a clean dressing over the wound and secure it firmly with a bandage;
6. If blood shows through the dressing, then place another one over the first and bandage firmly;
7. Office/staff member will contact parents;
8. If very serious, call an ambulance immediately;
9. Record in the Accident Book.

Burns/Scalds

1. Immediately remove the student from the danger area;
2. Cool burnt area with cold running water;
3. Remove rings etc., and other tight-fitting accessories;
4. Do not remove objects stuck to the skin;
5. In case of a minor burn, use a special burn gauze/burneze.

Unconsciousness

1. Call an ambulance immediately;
2. Place child in the recovery position (sideways);
3. Office will call parents;
4. If the student is not breathing, artificial respiration is applied (CPR);
5. Other students are kept away.

Stings/Bites

1. Antihistamine cream is applied;
2. If the case is serious, parent/s are contacted.

This Policy is based on collective teacher, P.E. Team and doctor input. The teacher on duty must be automatically assisted by others.

Record Keeping

All accidents/injuries of a non-trivial nature require an Accident Report (Appendix 3) to be filled in. Serious injuries will be notified to the school's insurers.

The relevant medical information on all students is obtained at the time of enrolment. This section asks parents to list allergies and other medical conditions their child may have. Parents are asked to fill in this form at the beginning of each school year and must also give details in writing to their child's new teacher of any ongoing medical condition/medication requirements.

Evaluation

- The success of this Policy is measured from set criteria;
- Maintaining a relatively accident-free school environment;
- Positive feedback from staff, parents, and students;
- Continual playground observation of behaviour by all staff engaged in supervision duties;
- Monitoring and evaluation at staff meetings.

INFECTION CONTROL

This policy incorporates the Portuguese Public Health guidance (IASaúde), health protection in schools, Secretary of Education guidance for prevention and control.

Schools are common sites for transmission of infections. Students are particularly susceptible because:

- They have immature immune systems;
- Have close contact with other students;
- Sometimes have no or incomplete vaccinations;
- Have a poor understanding of hygiene practices.

This policy provides information for staff managing a range of common and important childhood infections in settings, including schools.

It includes the principles of infection prevention and control to enable safe working during any outbreak.

Infection In Childcare Settings

Infections in students are common. This is because a child's immune system is immature. Added to this, young children often have close contact with their friends, for example through play, and lack good hygiene habits, making it easier for infections to be passed on. Many diseases can spread before the individual shows any symptoms at all (during the infectious period). Infection prevention and control measures aim to interrupt the cycle of infection by promoting the routine use of good standards of hygiene so that transmission of infection is reduced overall. This is usually through:

- Immunisation of students and staff;
- Good hand washing;
- Making sure the environment is kept clean.

Where a case of infection is known, measures aim to reduce or eliminate the risk of spread through information and prompt exclusion of a case.

How Infection Spreads

Infections are spread in many different ways:

- Respiratory spread:
  Contact with cough or other secretions from an infected person, like influenza. This can happen by being near the infected person when they cough and then breathe in the organism; or by picking up the organism from an infected item, for example, a used tissue or on an object in the environment, and then touching your nose or mouth.

- Direct contact spread:
  By direct contact with the infecting organism, for example, contact with the skin during contact sports such as gymnastics, like staphylococcal infections.

- Gastrointestinal spread:
  Resulting from contact with contaminated food or water (hepatitis A), contact with infected faeces or unwashed hands after using the toilet (typhoid fever).

- Blood borne virus spread:
  By contact with infected blood or body fluids, for example, while attending to a bleeding person or injury with a used needle (hepatitis B). Human mouths are inhabited by a wide variety of organisms, some of which can be transmitted by bites. Human bites resulting in puncture or breaking of the skin are potential sources of exposure to blood borne infections, therefore, it is essential that they are managed promptly.

Transmission of Coronavirus (Flu Symptoms)

Transmission of coronavirus mainly occurs via respiratory droplets generated during breathing, talking, coughing and sneezing. These droplets can directly infect the respiratory tracts of other people if there is close contact. They also infect others indirectly. This happens when the droplets get onto and contaminate surfaces which are then touched and introduced into the mouth or eyes of an uninfected person. Another route of transmission is via aerosols (extremely small droplets), but this is only relevant to medical procedures for a very small number of children in education and social care settings.

In all education, childcare and children's social care settings, preventing the spread of coronavirus involves preventing:
- Direct transmission, for instance, when in close contact with those sneezing and coughing;

International Sharing School
Caminho dos Saltos, 6 - 9050-219 Funchal I +351 291 773 218
www.sharingschool.org I office@madeira.sharingschool.org

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- Indirect transmission, for instance, touching contaminated surfaces.

Prevention and Control

Hand washing is one of the most important ways of controlling the spread of infections, especially those that cause diarrhoea and vomiting and respiratory disease. Liquid soap, warm water and paper towels are recommended.

- All staff and students advised to wash their hands after using the toilet, before eating or handling food and after touching animals;
- Cover all cuts and abrasions with a waterproof dressing;
- Coughs and sneezes spread diseases. Children and adults are encouraged to cover their mouth and nose with a disposable tissue and wash hands after using or disposing of tissues. Spitting should be discouraged;
- Wear disposable gloves and plastic aprons if there is a risk of splashing or contamination with blood or body fluids during an activity. Gloves should be disposable, non-powdered vinyl or latex-free.

Bites

- If a bite does not break the skin: clean with soap and water and no further action is needed;
- If a bite breaks the skin: clean immediately with soap and running water. Record incident in accident book. Seek medical advice as soon as possible (on the same day) to treat potential infection.

Managing Needle Stick Injuries

Occasionally children or staff may injure themselves with discarded used hypodermic needles which they have found. Dispose of the needle safely to avoid the same thing happening to someone else. This can be done by contacting your local authority. If someone pricks or scratches themselves with a used hypodermic needle:

- Wash the wound thoroughly with soap and water;
- Cover it with a waterproof dressing;
- Record it in the accident book and complete the accident form;
- Seek immediate medical attention from local Accident and Emergency department.

Cleaning Blood and Body Fluid Spills

All spillages of blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up immediately, wearing PPE (personal protective equipment). Clean spillages using a product which combines detergent and disinfectant (and ensure it is effective against both bacteria and viruses). Always follow the manufacturer's instructions. Use disposable paper towels or cloths to clean up blood and body fluid spills and dispose of after use. A spillage kit should be available for bodily fluids like blood, vomit and urine.

Sanitary Facilities

Good hygiene practices depend on adequate facilities. A hand wash basin with warm running water along with a mild liquid soap, preferably wall mounted with disposable cartridges, should be available. Bar soap should not be used. Place disposable paper towels next to basins in wall mounted dispensers, together with a nearby foot- operated waste paper bin. Toilet paper should be available in each cubicle. Suitable sanitary disposal facilities should be provided where there are female staff and students aged 9 or over.

Children With Continence Aids

Students who use continence aids (like continence pads, catheters) should be encouraged to be as independent as possible. The principles of basic hygiene should be applied by both students and staff involved in the management of these aids. Continence pads should be changed in a designated area. Disposable powder-free non-sterile latex gloves and a disposable plastic apron should also be worn. Gloves and aprons should be changed after every student. Hand washing facilities should be readily available. Contact your school health team for further advice.

Dealing With Contaminated Clothing

Clothing of either the student or the first-aider may become contaminated with blood or body fluids. Clothing should be removed as soon as possible and placed in a plastic bag and sent home with the student with advice for the parent on how to launder the contaminated clothing. The clothing should be washed separately in a washing machine, using a pre-wash cycle, on the hottest temperature that the clothes will tolerate.

Flu Prevention and Control

A range of approaches and actions should be employed. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system where the risk of transmission of infection is substantially reduced. These include:

- Minimise contact with individuals who are unwell;
- Clean your hands often;
- Robust hand and respiratory hygiene (catch it, bin it, kill it);
- Enhanced cleaning, including cleaning frequently touched surfaces often;
- Minimise contact and mixing;
- Personal protective equipment (PPE);
- Social distancing measures are implemented;
- Soft furnishing, soft toys and toys that are hard to clean have been removed;
- The use of shared resources has been reduced;
- Air flow and ventilation is increased by opening windows and children spend more time outdoors.

Cleaning the Environment

Cleaning of the environment, including toys and equipment, is an important function for the control of infection in childcare settings. It is important that cleaning schedules clearly describe the activities needed, the frequency and who will carry them out. Cleaning standards are monitored regularly by the school. Cleaning staff should be appropriately trained and have access to personal protective equipment.

Cleaning Contract

Essential elements of a comprehensive cleaning contract include daily, weekly and periodic cleaning schedules, based on national guidance.

Cleaning solutions should be stored in accordance with Control of Substances of Hazardous to Health, and cleaning equipment changed and decontaminated regularly. Consideration should be given to situations where additional cleaning will be required including during term time (for example in the event of an outbreak) and how the school might carry this out.

A nominated member of staff from the cleaning team, is responsible for monitor cleaning standards and discuss any issues with cleaning staff.

Toys and Equipment

If toys are shared, it is strongly recommended that only hard toys are made available because they can be wiped clean after play. The condition of toys and equipment should be part of the monitoring process and any damaged item that cannot be cleaned or repaired should be discarded.

Soft modelling and play dough should be replaced regularly or whenever they look dirty and should be included in the cleaning schedule.

Enhanced Cleaning During an Outbreak of Infection

In the event of an outbreak of infection at school, the local health protection team will recommend enhanced or more frequent cleaning, to help reduce transmission. Advice may be given to ensure regular cleaning of areas with particular attention to door handles, toilet flushes and taps and communal areas where surfaces can easily become contaminated such as handrails. Plans should be developed for such an event on how the school might carry this out which could also include during term time. Dedicated cleaning equipment must be colour coded according to area of use.

STAFF WELFARE

Staff Immunisation

All staff should undergo a full occupational health check before starting employment; this includes ensuring they are up to date with immunisations.

Exclusion

Staff employed in school settings should have the same rules regarding exclusion applied to them as are applied to the students. They may return to work when they are no longer infectious, provided they feel well enough to do so.

Pregnant Staff

If a pregnant woman develops a rash or is in direct contact with someone with a rash who is potentially infectious, she should consult her doctor.

Chickenpox can affect the pregnancy if a woman has not already had the infection. Shingles is caused by the same virus as chickenpox therefore anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles.

Measles during pregnancy can result in early delivery or even loss of the baby. If a pregnant woman is exposed, the doctor should be informed immediately.

Food Handling Staff

Food handlers and catering staff may present a particular risk to the health of their students and staff if they become infected or have close contact with diseases that can be transmitted to others via the medium of food or drink. These diseases commonly affect the gastrointestinal system (stomach and bowel) and usually cause diarrhoea or vomiting, or both.

Food handling staff suffering from such diseases must be excluded from all food handling activity in the school or nursery setting until advised by the local Environmental Health Officer that they are clear to return to work. There are legal powers for the formal exclusion of such cases but usually voluntary exclusion will suffice with 'off work' certificates from the school doctor or family doctor, as necessary.

Staff and attenders should not be present at the school if they are currently suffering from diarrhoea or vomiting, or both. At the very least, persons suffering from

gastrointestinal diseases should not return to work until 48 hours post recovery (no further diarrhoea or vomiting).

This policy should be made clear to the person in charge of the kitchen and all catering staff at the time of appointment. Food handlers are required by law to inform their employer immediately if they are suffering from:

- Typhoid fever;
- Paratyphoid fever;
- Other salmonella infections;
- Dysentery;
- Higellosis;
- Diarrhoea (cause of which has not been established);
- Infective jaundice;
- Staphylococcal infections likely to cause food poisoning like impetigo, septic skin lesions, exposed infected wounds, boils;
- E. coli VTEC infection.

Managing Specific Diseases and Infections

Please refer to Portuguese Public Health advice on specific diseases and infections.

When to Report

Programme Coordinators will contact the local health protection team as soon as they suspect an outbreak to discuss the situation and agree if any actions are needed.

It is useful to have the information listed below available before this discussion as it will help to inform the size and nature of the outbreak:

- Total numbers affected (staff and children);
- Symptoms;
- Date(s) when symptoms started
- Number of classes affected;
- For suspected cases of infectious illness where there is uncertainty it's an outbreak, call your local health authorities.

How to Report

The school has to telephone their local health authorities as soon as possible to report any serious or unusual illness particularly for:

- Escherichia coli or E coli VTEC infection;
- Food poisoning;
- Hepatitis;
- Measles, mumps, rubella;
- Meningitis;
- Tuberculosis;
- Typhoid;
- Whooping cough;
- COVID-19.

The school will follow advice from the Public Health Authorities. This risk assessment will be reviewed on a regular basis and in light with any change in guidance.

SCHOOL UNIFORM

At International Sharing School all students must wear school uniform when attending school, and when participating in school-organized events outside normal school hours.

Effective teaching and learning require organization, and this starts with a smart and tidy appearance that promotes discipline and pride.

Aims and Objectives

Our policy is based on the notion that a school uniform:
- Promotes a sense of identity and pride for students attending the school;
- Engenders a feeling of community and belonging;
- Is practical and smart;
- Makes students feel equal to their peers.

Our Uniform consists of:
- White polo with the school logo
- White t-shirt with the school logo for PE
- Grey sweater with the school logo
- Blue jeans
- Plain neutral colour shoes
- Blue winter jacket

Roles and Responsibilities

Programme Coordinators
- Monitors and reviews the school policies;
- Implement and monitor the policy on a day-to-day basis;
- Responsible for ensuring standards are maintained;
- Responsible for contacting parents or any disciplinary measures required for failing to follow the uniform rules;

Staff
- Support in maintaining high standards of uniform dress;
- Are role models in the wearing of appropriate clothing;
- Make discreet and sympathetic enquiries when students fail to wear correct school uniform;

- Are aware of students whose standard of dress may indicate care issues at home and report concerns to the Classroom Teacher or Tutor;
- Give positive encouragement to students setting good examples of dress.

Parents/Guardians

- Support the School Uniform Policy;
- Ensure the students are appropriately dressed, wearing correct uniform and are ready to learn;
- Ensure that they keep their child's school uniform clean and in good condition.

Students

- Wear correct school uniform when attending school, representing the school, or when participating in school-organized events outside normal school hours;
- Wear their uniform with pride;
- Keep their uniform clean and tidy;
- Wear PE kit on appropriate days.

PE Clothing

Students must wear the school branded PE t-shirt with shorts above the knee.

Guidelines

- It is expected that all students wear the school uniform on each school day with the appropriate footwear;
- The school uniform is bought at the school Office;
- If a student does not wear the correct uniform, a verbal and/or written reminder of the school's expectations will be communicated to the students and parents/guardians;
- If a student arrives at school wearing the incorrect uniform with no communication from parents/guardians, they will be given the correct item which will be invoice to the parent/guardian;
- If a student arrives wearing ripped jeans, parents/guardians will be notified and the student will remain at the Office until a new pair of jeans is brought in by the parent/guardian;
- Students are responsible for taking care of their own school uniform.

INTERNET AND EMAIL

Objective

This document aims to ensure the effective and appropriate use of the internet and email.

Scope

This Email section of the policy shall apply to all emails processed by International Sharing School teachers, administrative staff and students.

All teachers, administrative staff and students shall remember that standard email is not a secure form of communication. The messages that you send may be over networks owned by other people. A more secure method of communication shall be used if the content of an email is sensitive or critical such that if the contents were disclosed or modified by an unauthorised person, it could cause embarrassment, distress or financial loss. The school email account should not be used for personal purposes in any situation.

Internet access refers to using any resources from the World Wide Web, whether browsed or downloaded.

Policy Statements

International Sharing School's email shall be used by:
- Specified and published policies and guidance, including e-safety;
- All appropriate legislation;
- Internet and Email usage shall be monitored to ensure compliance with policies and guidance;
- This Internet and Email Policy is approved by and has the full support of the Leadership Team and the school's Board of directors;
- The Leadership team and Board shall ensure that employees and students receive continual education and training to support compliance with this internet and email policy and the school's e-safety policy;
- The System and IT Teams shall develop, maintain and publish processes to achieve compliance with this Internet and Email Policy;
- All teachers and administrative staff shall be responsible for implementing this Internet and Email Policy in their areas of responsibility;

- All staff members and students provided with internet and email facilities shall sign the Acceptable Use Policy to indicate their agreement to comply with this policy.

Email Usage Principles

International Sharing School's email facilities shall indicate acceptance of this Email Policy.

International Sharing School provides email to assist employees in the performance of their jobs and students with their learning objectives. Whilst its use should be primarily for official International Sharing School business, incidental and occasional personal use of email shall be permitted, on the understanding that:

- Any email from unknown origin, or that you suspect to be phishing or any other suspicious content, should:
  - Not be opened, or in any case click in any link;
  - Be forward to the IT manager (Pedro Vaz p.vaz@taguspark.sharingschool.org), with the subject "SUSPICIOUS";
  - And send a quick email reporting what has been done and if the email has been opened.
- Personal messages shall be treated the same as any other message;
- Personal use of the email system shall never impact the normal traffic flow of business-related emails;
- International Sharing School shall reserve the right to purge identifiable personal email to preserve the integrity of the email systems;
- No employee or student shall send, forward or receive emails that in any way may be interpreted as insulting, disruptive or offensive by any other person or company;
- Examples of prohibited material include but are not limited to:
  - Sexually explicit messages, images, cartoons, jokes or movie files;
  - Unwelcome propositions;
  - Profanity, obscenity, slander or libel;
  - Ethnic, religious or racial slurs;
  - Political beliefs or commentary;
  - Any message which could be viewed as harassment or disparagement of others based on their sex, race, sexual orientation, age, national origin, disability or religious or political beliefs.

The school owns the email system, which means that all email traffic, both sent and received, including attachments, shall be monitored and reviewed, and any action deemed appropriate shall be taken.

This means that nothing should be considered private, even if marked as "private" and/or "confidential" or with any similar wording.

This monitoring will ensure that this policy is effective and that users of the email system abide by its content. The monitoring also ensures that the school's email systems are working properly.

All teaching staff, administrative staff and students shall ensure compliance with relevant legislation.

Email folders shall be reviewed regularly, and any non-essential messages shall be deleted.

Internal email and other internal information shall not be forwarded to destinations outside of International Sharing School domain without the authority of the appropriate individual.

Email users shall not forward chain letters either internally or externally. This includes those purporting to be for charity or other good causes and those promising wealth or other personal gains. Virus warnings shall come under the same exclusion, as the majority of these are false. You should refer to your IT manager (Pedro Vaz - p.vaz@taguspark.sharingschool.org) to check the validity of such messages but shall not forward these messages to anyone inside or outside International Sharing School under any circumstances.

Emails of any kind shall not be sent to multiple external organisations without the appropriate approval of the Board or IT Manager. This may be considered 'spamming', an illegal activity in some countries.

The individual logged in at a computer shall be considered the author of any messages sent from that computer. All ICT users shall log off or lock their computers when away from their desks; under no circumstances should a user send a message from somebody else's account.

Email addresses should not be disclosed unnecessarily. Information provided in surveys or other questionnaires may lead to risks such as receiving unwanted junk messages.

Email shall not be used to send large attached files unless it is very urgent and authorised by the IT Manager. Many email systems will not accept large files and, if returned, may overload International Sharing School's email system. Other solutions, such as We Transfer, shall be used when sending large amounts of data.

Emails and attachments shall not be opened unless they are from a known source. Caution shall also be exercised even if attachments are received from a known source but are unexpected.

Sending Emails

Before sending emails, consider:
- The maintenance of the highest professional standards;
- Whether the email is the correct medium for communication;
- The content and design consider the level of formality;
- To whom should the email be sent, consider the expected communication style;
- Only copy in people who have an immediate need for the information;
- The length of the email, avoid long detailed emails;
- Time required for the recipient to respond;
- Always read and reflect upon your email before sending it.

Receiving and Managing emails
- Staff should become 'responsible communicators,' i.e. they should check their emails at the start of each day;
- Always set time aside to deal with emails;
- Consider whether they need you to respond, retain print and/or delete;
- If they require retention, place emails and attachments in folders;
- If they require a response, consider carefully using the "reply to all" button;
- Delete unwanted emails promptly;
- Protect yourself from viruses when emailing from home.

Sensitive Information

- Emails are the electronic equivalent of a postcard. Anyone can read the content along the delivery path. Sensitive information should be sent by post or via a secure transfer system;
- Child Protection issues should not be reported via email;
- Never email in haste, consider the facts and consequences of the message;
- Be professional and careful about what you say about others, as email is easily forwarded. Only put in writing what you would say to someone's face;
- Be aware of copyright and libel issues, e.g. when sending scanned text, pictures or information downloaded from the internet;
- If an urgent email is sent, you may want to follow this with a phone call;
- Never send emails that are offensive, threatening, defamatory or illegal. Emails have been used successfully as evidence in libel cases.

Security

- Staff is responsible for the security of their computer and for protecting any information or data used and/or stored on it;
- Do not leave a mailbox open and unattended, always keep it password protected. The account holder must strive to keep their passwords confidential, to prevent other users from accessing and sending emails from their account. Users may need to make their passwords known in the event of absence;
- Staff should be responsible for changing passwords on an agreed schedule to maintain security;
- Emails will only be monitored by the IT Manager in exceptional circumstances;
- Absent staff are aware that their email account may be opened by another staff member;

When to Use Other Methods of Communication

- Never discuss performance appraisal or review issues by email; always do it face-to-face;
- Human Resource issues (salary, job, career progression);
- Private or privileged materials;
- Complex issues should be discussed at meetings;

- Topics that require interactive dialogue – or robust discussion on certain issues;
- When needing to vent frustration about a workplace situation, particularly if you are angry, wait to calm down, so your response is more measured.

Internet Usage Principles

International Sharing School provides its students and employees with internet access to assist them in their learning and performance of their jobs. Whilst its use should primarily be official International Sharing School business, incidental and occasional personal use of the internet is permitted, on the understanding that:

- Personal internet use shall never impact the learning or business-related internet access or ISS' operational activities;
- International Sharing School reserves the right to curtail a student or employee's internet access to preserve its reputation and the integrity of its systems;
- Messages shall not be posted on any internet message board or similar Web- based service that would bring International Sharing School into disrepute or which a reasonable person would consider offensive or abusive. The list of prohibited material is the same as those for email;
- Students or employees should not place any opinion or statement that might be construed as representing International Sharing School on the internet, including on social networking sites;
- International Sharing School shall report any illegal activity to the police. Students and employees will also be liable for International Sharing School's disciplinary process;
- Internet access shall not be used for personal financial gain or to host a website on any International Sharing School equipment without the express permission of the Pedagogical Director or a Board of Directors;
- Students and employees shall not visit websites that display material of a pornographic nature or contain material that could be considered offensive. System users should notify the IT Manager immediately should accidental access to such material occur. No disciplinary action shall be taken against students or employees who accidentally access sites containing dubious or unethical material, providing they advise the IT Manager promptly. However, to avoid disciplinary action, the students/employees must ensure that such unauthorised access does not happen frequently;
- Students and employees shall not download any files or software from the internet or capture images displayed as there may well be any issues

concerning copyright, malicious software and overall functioning of the computer and ICT systems;

- Students and employees logged into a computer shall be considered the person browsing the internet. Under no circumstances shall any student or employee browse the internet from an account belonging to another person;

- The school shall monitor and log all internet access by students and employees and reserve the right to disclose this information to any relevant authority.

ADMISSION

Guiding Principles

Students enrolled at International Sharing School will have equal opportunities to access the academic curriculum and to take part in the full life of the school.

International Sharing School is committed to attracting students who have a positive attitude and are willing to strive to meet the challenges of the Programmes offered.

It is therefore the aim of the school that parents, guardians, and students become fully aware of and develop a good understanding of the school mission, philosophy, values to establish a constructive working partnership.

International Sharing School will admit students regardless of ethnicity, religious belief, nationality, social background, or gender and aims to promote an effective holistic approach to teaching and learning nurturing personal, social and academic development.

The student and staff population are culturally, and linguistically diverse and great importance is placed on promoting international mindedness and multicultural understanding within the curriculum and throughout school life.

The school will endeavour to meet the needs of each individual student so that they benefit from their education and achieve their full potential, however for students with significant academic or physical needs the school may not be able to provide the support a student requires with the resources available.

Student Profile

At International Sharing School students should be:

- Committed to the school's vision, mission and philosophy;
- Motivated, enthusiastic, determined and principled;
- Respectful towards all members of the school community and school facilities;
- Responsible for their actions;
- Providing positive contributions within and beyond the school community;

- Inquiring, open and internationally minded global citizens, observing the school's learner profile across the school community;
- Risk-takers, challenging themselves through their academic learning, to fully benefit from the education available.

Language of Instruction

English is the language of instruction in all grades. Therefore, a strong understanding of the English language is recommended for students to be able to thrive.

While all teachers are expected to support language development, specialist English as a Second Language (ESL) teachers provide additional support and instruction.

Language Profile

A developmental language profile is created for each student through the Admissions process when enrolling at the school; recording and identifying the student's mother- tongue language and written and oral competency in other languages; in order to best support students in their respective languages and in their learning.

English as a Second Language Support

All students who indicate that English is not their mother-tongue, will be assigned to English Language Acquisition. The procedure for students who are identified as requiring additional English language support is as follows:

- PYP: The English Language Acquisition teachers will support students both in classroom context and in small groups according to student needs.
- MYP: If a student's mother-tongue is not English, the student will attend English Language Acquisition, instead of attending English Language and Literature lessons.
- DP: English Language Acquisition is not provided to Diploma students, as the demanding course requires students to have a proficient level of English at entry to the programme.

Learning Needs

A safe, supportive caring environment emphasizing integrity is reflected in our philosophy of supporting the diversity of learning needs within our school community. We endeavour to accommodate students with diverse learning needs to achieve their highest potential, while celebrating their unique learning strengths and individuality.

Students with mild social/emotional issues, learning differences or other learning needs will be referred to our in-house learning support team for review.

In order to ensure that the school meets the teaching and learning differentiation needs of the students, it is important for parents to divulge any learning needs and to provide the results of any and all standardised testing, including educational evaluations or psychological and/or other medical reports, together with information on the academic support a student may have received or is currently receiving.

While the school is committed to being inclusive and the present admissions policy is non-discriminatory, the school recognizes that it does not have the facilities to serve the educational needs of students who are significantly disabled, whether mentally, emotionally or physically or who have significant learning difficulties.

Admissions are evaluated by the Programme Coordinators, Pedagogical Director and learning support staff and the final admission decision is the responsibility of the Pedagogical Director.

Grade Placement

Students at International Sharing School come from a variety of educational backgrounds, including international and national systems. Students are placed according to their age as of December 31st of the year of entry and taking into consideration the number of school years completed by the student, and in accordance with the Portuguese equivalence table: Portaria 433/2005 April 19th.

However, factors such as previous records, measured aptitude and achievement, physical and emotional development are relevant details that may also be considered. The final decision regarding grade placement lies with the Pedagogical Team. All students must provide evidence and records of previous educational level prior to entering the school.

Priority For Admission

- Siblings of students already enrolled at International Sharing School;
- Maintaining a balanced ratio of nationalities;
- In the event of the maximum number of students being enrolled at any time, a waiting list will be instituted.

Considerations Prior to Admission

1. Students
   - We encourage all students applying for admission to visit the school and to meet the Pedagogical Director and/or Programme Coordinator for an informal interview. Students are welcome to spend one day at the school to see if they like the school environment, for which there is no charge to the parent/guardian;
   - Students may be required to take an English and Mathematics placement test. The information attained will be used for assessing, for the student to be appropriately placed;
   - Students applying to MYP 4 and above, who indicate that English is not their mother-tongue, are required to be reviewed by the Pedagogical Team;
   - Submission of evidence of learning and behaviour from previous schools;
   - Understanding and acceptance of the school's rules and regulations as well as the constraints with regards to attendance, punctuality and assessment;
   - All students must sign the academic honesty contract (Appendix 4).

2. Parents/Guardians
   - Understanding and acceptance of the school's Essential Agreements, Regulations and Policies, as well as the requirements and constraints of the Programmes with regards to attendance, punctuality and assessment;
   - Collaboration with teachers and/or Programme Coordinators with a view to supporting the student(s);
   - Accepting that the school has overall authority and responsibility regarding pedagogical matters;
   - All students must sign the academic honesty contract (Appendix 4).

Subjects Offered:

Primary Years Programme (PYP)

- Unit of Inquiry: Science and Social Studies;
- Mathematics;
- Languages: English and Portuguese;
- Physical Education;
- Arts: Visual, Music and Performing;
- Library;
- ICT;
- Additional languages: Mandarin and French, German or Spanish.

Middle Years Programme (MYP)

MYP 1-3 (Appendix 5):
- Language and Literature: English;
- Language and Literature or Language Acquisition: Portuguese;
- Language Acquisition: French, German or Spanish;
- Individuals and Societies;
- Integrated Sciences;
- Mathematics;
- Arts: Performing Arts Drama, Visual Arts and Performing Arts Music;
- Physical and Health Education;
- Design;
- Multi-languages: Language Acquisition and Culture – Mandarin and Russian.

MYP 4 and 5 (Appendix 6):
- Language and Literature: English;
- Language and Literature or Language Acquisition: Portuguese;
- Language Acquisition: French, German or Spanish;
- Individuals and Societies;
- Integrated Sciences;
- Mathematics;
- Arts: Visual Arts or Performing Arts;
- Physical and Health Education;
- Design;
- Multi-languages: Language Acquisition and Culture – Mandarin and Russian.

Diploma Programme:

- To be announced.

School Day

Early Years		
Period	Start	Finish
1	8:30	9:00
2	9:00	9:45
Break	9:45	10:15
3	10:15	11:30
Lunch	11:30	13:00
4	13:00	13:30
5	13:30	15:00
Snack	15:00	15:15
6	15:15	15:40
Supervision	16:00	17:00

Primary Years Programme		
Period	Start	Finish
Registration	8:20	8:30
1	8:30	9:30
Break	9:30	10:00
2	10:00	11:00
3	11:00	12:00
Lunch	12:00	13:00
4	13:00	14:00
5	14:00	15:00
6	15:00	15:30
Clubs	16:00	17:00
Activities	17:00	18:00

Middle Years Programme		
Period	Start	Finish
Registration	8:20	8:30
1	8:30	9:20
2	9:20	10:10
Break	10:10	10:30
3	10:30	11:20
4	11:20	12:10
Lunch	12:10	13:00
5	13:00	14:00
6	14:00	15:00
7	15:00	15:45
Clubs	16:00	17:00
Activities	17:00	18:00

The school premises will be open every school day between 07:30 and 18:00, and the underground parking facilities are available on a first-come-first-served basis. Additional outdoor parking is available through the Rua do Til entrance. We request all

our staff not to park in front of the school as those places are for parents who are dropping off students.

Payment Procedures

Payment Schedule

All school fees are invoiced by Month, Term or Year, according to parent's preference.

Enrolment Fee: € 600 per student – non-refundable and paid once the application process is concluded.

Renewal Fee: € 300 per student – non-refundable and paid in February.

Monthly fees are calculated using the formula Annual fee/11 instalments (1 per month from September to July).

- Monthly Fees are invoiced 10 days before the beginning of the month, and payment due by the 2nd of the month of invoice.

Termly fees are calculated using the formula Annual fee/3 Terms.

- Term 1 Fees: Invoiced on June 1st of the previous School Year, payment due by July 1st.
- Term 2 Fees: Invoiced on November 1st, payment due by December 1st.
- Term 3 Fees: Invoiced on March 1st, payment due by April 1st.

Annual Fee is invoiced on June 1st of the previous School Year, payment due by July 1st.

Terms and Conditions

Once the registration process has been completed, the student is enrolled in the school. If for any reason the student does not attend at the beginning of the school year, the Enrolment Fee is not refundable.

The school requires a one term warning for student's withdrawal. If shorter notice is given, the respective fees will still be due.

Additional Fees

- Annual insurance: € 14 per student
- School meals: €120 per month

Payment Charge Procedures

All amounts must be received by the school net of all bank charges.

Payment by Bank Transfer

Millennium BCP
IBAN: PT50 0033 0000 0001 5732 792 86 BIC/SWIFT: BCOMPTPL

We kindly ask that the student's name and number is indicated on the transfer to ensure the credit is applied to the correct student account. Please send a proof of payment to office@madeira.sharingschool.org

Fines

International Sharing School will charge a 5% monthly compounded fine on payments made past due date.

Discounts

The following discounts are available for all students and families who meet the criteria and are non-cumulative with any other discounts or promotions:

- 5% discount on Tuition Fees for each sibling.
- 5% discount on full year's fees, paid before July 1st.

If fees are not paid according to schedule, all discounts will be annulled. Non-payment of fees and fines involves retainment of reports and exam results for all members of the family.

The fees indicated on this document may be adjusted for inflation on an annual basis the end of each academic year.

Procedures for Admission and Enrolment

STEP 1

The following documentation must be supplied for a student application to be considered:

- Student Application Form: completed and signed by the parent or legal guardian and accompanied by one passport-sized photograph;
- Medical Information Form: completed and signed by the parent or legal guardian and accompanied by evidence of vaccinations;
- School Records/Reports: two sets of records, relating to the current school year and the previous year;
- Passport/Identity Card: a photocopy of the student's and parents/guardians' passport/identity card;
- SEN Reports: the results of any and all standardised testing, including educational evaluations or psychological and/or other medical reports, if student requires learning support.

STEP 2

The above listed documentation is to be reviewed by the Admissions and/or Pedagogical Teams, who will let the parents know if more information is required or if a final decision for the student's application has been made, as well as the availability of a vacancy at that moment.

STEP 3

Upon acceptance of the student's application, the parent or legal guardian must confirm it is their wish to proceed with the enrolment within 2 working days. If no confirmation is received within this period, the school may offer the student's vacancy to another applicant.

STEP 4

After confirmation is received, the School Office will procced with the student's enrolment and issue the invoice for the applicable fees required for the enrolment (see Payment Procedures). Full payment must be received within 5 working days or the school may offer the student's vacancy to another applicant.

Students will only be enrolled and eligible to join classroom lessons once the above process has been completed and all relevant documentation and payments are received.

Dates for Admissions

The school has no deadline for applications for up to MYP 4, therefore students may be admitted throughout the academic year.

Students applying for the Diploma Programme are required to attend two academic years at International Sharing School in order to be eligible for the IB Diploma, therefore students may not be admitted to the school in the middle of the two year IB Diploma Programme, unless they are transferring from another IB School and all IB requirements are able to be met.

Procedures for Re-Enrolment

Student re-enrolment is required to be completed for each academic year that the student intends to study at the school. The school will require annual confirmation and if information is not received within the school's communicated deadline, student places cannot be guaranteed.

If there are financial, behavioural or academic issues with a student, parents may not be invited to re-enrol until the situation has been resolved. The Board has final decision regarding the possible refusal of student re-enrolment.

Procedures for Waiting List

Students can apply for Grade levels in which no vacancies are currently available. Upon acceptance of the application with the mention of no availability of vacancies at that moment, the parent/guardian must confirm their wish to be placed in the Waiting List within 2 working days. For placement in the Waiting List, a non-refundable payment of €600 is required. This payment may be discounted off the enrolment fee once a vacancy becomes available and enrolment is processed. Parents must keep in mind this might only happen in the following years.

The Waiting List is processed in a "first come, first served" sequence, with priority given to:
- Siblings of students already enrolled at ISS;
- Students allowing the maintenance of a balanced ratio of nationalities.

Admissions for Early Years and IB Primary Years Programme and Progression to Next Grade Level:

For a student to automatically progress to the next grade level they must:

- Maintain a minimum of 80% attendance.

Admissions for IB Middle Years Programme and Progression to Next Grade Level:

MYP 1-4: criteria for progressing to next grade level

For a student to automatically progress to the next grade level they must:

- Achieve a minimum of a Grade 3 in every subject;
- Students achieving Grade of 3 or below in 3 or more subject areas may be required to repeat the year following full consultation of the Pedagogical Team;
- Students achieving Grade of 3 or below in the same subject for 2 consecutive years may be required to repeat the year following full consultation of the Pedagogical Team;
- Satisfactorily complete the requirements for Service as Action;
- Maintain a minimum of 80% overall attendance.

Failure to meet any of the above requirements will result in the student repeating the year.

Criteria for successful completion of MYP 5:

- Gained a total of at least 28 points from six subject groups, the interdisciplinary assessment and personal project combined, out of a possible maximum of 56 points;
- Gained at least a grade 3 in at least one subject from each subject group;
- Gained at least a grade 3 for the personal project;
- Gained at least a grade 3 for the interdisciplinary on-screen examination;
- Service as Action and Personal Project requirements have been completed;
- Maintained a minimum of 80% overall attendance;
- Maintained a minimum of 90% subject-specific attendance.

Failure to meet any of the above requirements will result in the student repeating the year.

MYP 5 - Eligibility for IB MYP certificate:

To be eligible for the IB MYP Certificate a candidate must:
1. Participate in the programme for the recommended period of at least two years, with a minimum of one year (MYP5);
2. Complete on-screen examinations for a minimum of four subjects, one from each of the following groups: language and literature, Individual and societies, science and mathematics;
3. Take and submit an internal oral assessment in language acquisition and complete the on-screen examination;
4. Submit at least one e-portfolio from any of the following subject groups: arts, physical and health education, or design;
5. Take the Interdisciplinary on-screen examination;
6. Submit a personal project;
7. Complete the school's requirements for community service.

A grade from at least one subject from each of the following six subject groups must contribute to the award of the MYP Certificate:

- Language and literature;
- Language acquisition (or a second language and literature);
- Individuals and societies;
- Mathematics;
- Sciences;
- Arts, physical and health education or design.

A candidate must gain at least 28 points overall, but a grade 1 or grade 2 in any subject, the interdisciplinary assessment or the personal project cannot contribute to the award of the MYP Certificate;

(©General Regulations: Middle Years Programme, Article 10 MYP Certificate Candidates, International Baccalaureate Organization, April 2014)

Admissions for the IB Diploma Programme

The strategy of the school is to encourage all students to attempt the full IB Diploma, only considering individual Diploma Courses if students are struggling to succeed. The

Senior Leadership Team annually reviews DP subjects offered, taking into consideration student numbers and subject preferences. The school website provides information regarding the requirements of the Diploma Programme. The Diploma Coordinator, with the Career Counsellor host parent/student presentations to explain and discuss the requirements and benefits of the full Diploma Programme as well as provide advice on higher education requirements.

All teachers are responsible for the well-being of students. The SEN Coordinator collaborates with teachers to develop learning strategies to support students with learning needs. The Careers Counsellor provides guidance on post-secondary options and requirements for university applications. The DP Coordinator, in collaboration with DP teachers, provides an induction programme for students of MYP5.

Criteria for Admission to the IB Diploma Programme

- The criteria for successful completion of Grade 10, as shown above, are the minimum requirements for entry into the Diploma Programme;
- Additional subject-specific entry requirements for chosen courses of study in the Diploma are recommended: (see the assessment policy):
  - Higher Level subjects: have gained a minimum of grade 5 in the MYP 5 or equivalent in the chosen subject;
  - English Language minimum requirement: gained a minimum of grade 5 in English B Phase 5 in the MYP 5 or equivalent;
  - Group 1 - Languages A: gained a minimum of grade 5 in the Language B Phase 5 in the MYP 5 or equivalent, to be able to study a group 1 Language A course;
  - Mathematics Higher Level: have gained a minimum of grade 6 in the MYP Mathematics or equivalent;
- Students who do not meet the above criteria will be reviewed on an individual basis. The Pedagogical Director is responsible for the final decision to accept a student for IB individual courses.

Additional Requirements for New Students to MYP and DP:

- Mathematics and English Language entrance tests;
- Submission of diagnostic tests/exams and Report Cards from previous school.

Inclusion/Special Educational Needs for the MYP and Diploma Programmes

- Students with Special Educational Needs will be reviewed on an individual basis;
- A full set of medical diagnostic tests must be submitted to the school prior to the registration process;
- The Programme Coordinator(s) in collaboration with the Pedagogical Director will review and determine student eligibility for entry into the MYP and/or Diploma Programmes, based on the resources available at the school in order to successfully meet the student's needs;
- The Programme Coordinator(s) will request IB Inclusive access requirements for eligible students for MYP eAssessments and IB Diploma examinations, together with providing provision for internal assessments.

Advice to Students Regarding Subject Option Choices

MYP 5: During Term 2 students and parents will be invited to a meeting with the Careers Counsellor and DP Coordinator for the students to make informed subject choices for the Diploma Programme.

These sessions will address subject-specific choices available, their link to career aspirations, with focus on university subject-specific pre-requisites particularly those requiring Mathematics and the Science subjects.

Students will be presented with a DP subject option form (Appendix 7). The option form provides students with the opportunity to choose the IB DP eligible subjects. Candidates must study six subjects plus the three core subjects: EE, TOK and CAS.

Group 1 Languages will offer students the possibility to study a school supported self- taught language, in order to support students whose mother-tongue language is not taught in the school. If the school cannot provide a language tutor for a school supported self- taught language, the parents are responsible for finding one.

New students to MYP 4 up to DP 1 and parents will be offered an interview with the Careers Counsellor to discuss university requirements in order to make an informed choice of subjects that are offered by the school.

Entering the Diploma Programme:

- All students will be provided with the opportunity to study the full IB Diploma;
- A trial period for student subject choices is the first month of the academic year in DP 1;
- Students may not change subject choices after that timeframe.

Remaining in the Diploma Programme:

- DP 1 students may request to exchange Higher and Standard levels at a later stage, providing the IB requirements for each subject can be met;
- DP 2 students are not allowed to change subjects and/or levels, unless there are extenuating circumstances, which must be authorized by the Diploma Programme Coordinator.

Criteria for Successful Completion of DP 1 to Successfully Progress to DP 2:

- Gained a total of at least 24 points;
- Maintained a minimum of 80% attendance;
- Maintained a successful record of behaviour;
- Completed the requirements for Creativity, Action, Service (CAS);

Failure to meet any of the above requirements will result in the student repeating the year.

Criteria for the Award of the IB Diploma:

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met;
- The candidate's total points are 24 or more;
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject;
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay;

- There is no grade 1 awarded in a subject/level;
- There are no more than two grade 2 awarded (SL or HL);
- There are no more than three grade 3s or below awarded (SL or HL);
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count);
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least five points at SL);
- The candidate has not received a penalty for academic misconduct from the final award committee.

ASSESSMENT

At International Sharing School, as part of a learning continuum, the three programmes (PYP, MYP and DP) share commonalities in what they assess and how they assess. Assessment is continuous and ongoing and is both formative (assessment *for* learning) and summative (assessment *of* learning) in all subjects.

Throughout the school, feedback is provided on the attributes of the IB Learner Profile. This profile serves to increase student awareness of, and sensitivity to, the experiences of others beyond the local or national community.

Additionally, the three Programmes are driven by the desire to measure a student's conceptual understanding, not merely their ability to learn content. This is reflected in the manner that Units/Subjects are planned and in the importance of recognizing the central questions of inquiry that are to be addressed in the unit. However, the Programmes have slightly different approaches to assessment and how this is reported.

International Sharing School is guided by the principles for assessment prescribed by the International Baccalaureate in *From Principles into Practice*.

Assessment aims to:

- Improve the learning outcomes of students;
- Inform, enhance and improve teaching and learning practices;
- Inform whether the learning goals of the teaching programme have been achieved;
- Inform collaborative teacher meetings;
- Support and encourage student learning by providing feedback on the learning process;
- Provide opportunity for students to exhibit transfer of skills across subjects, such as in the PYP exhibition, MYP personal project and interdisciplinary assessments; DP extended essay, TOK essay and CAS;
- Promote positive student attitudes towards learning;
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts;
- Promote the development of ATL skills;
- To reflect international mindedness by allowing assessments to be set in a variety of cultural and linguistic contexts;

- Support the holistic nature of the programme, by including in its model, principles that take account of the development of the whole student;
- Encourage students to be self-reflective on their learning, to set targets for themselves that are realistic and to enjoy the sense of accomplishment when targets are met.

Definition of Assessment

Assessment is the gathering and analysis of information about student understanding and performance. It identifies what students know, understand and can do at different stages in the learning process.

Purposes of Assessment

There are three main purposes of assessment:

- Assessment for Learning - Formative Assessment - this type of assessment comes at the beginning of a new unit or topic learning process; It is to gauge a student's prior knowledge and provide teachers with the information that they need to differentiate the topics and tasks to meet the needs of individual learners. In addition, formative assessment is carried out during the learning process to provide feedback to students and teachers so that they can modify their learning and teaching. It ensures that students are learning the necessary concepts, content and skills to reach the established curriculum outcomes measured in the Summative Assessments.
- Assessment as Learning - Peer- and Self-Assessment - this type of assessment comes before, during and after the learning process. It is student driven and involves students helping to establish criteria, setting goals and assessing their own work as well as the work of their peers so that they can gain insight into their own learning.
- Assessment of Learning - Summative Assessment - this type of assessment comes at the end of a task or grading period. The purpose of this type of assessment is to report on what students know, understand and can do. It is designed to measure and provide evidence of student achievement to parents/guardians, students and teachers.

The assessment component of the International Sharing School curriculum is subdivided into three closely related areas:

- Assessing - what the students know and have learned;
- Recording - collecting and analysing data;
- Reporting - communicating information.

Assessment Principles

International Sharing School believes assessment is an integral component of all teaching and learning. It has a positive impact on student attitude, motivation and self-knowledge. The prime objective of assessment is to provide feedback on the learning process.

Assessment is a continual and ongoing process which guides effective learning and teaching. It provides meaningful feedback and collaboratively involves students, parents/guardians and teachers as partners throughout the learning process.

Communication of student learning is based on curricular objectives. Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. It is the means by which ISS analyses student learning and the effectiveness of our teaching as a foundation on which to base our future planning and practice.

At International Sharing School we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

1. Acquisition of knowledge
2. Understanding of concepts
3. Mastery of skills
4. Development of attitudes
5. Taking responsible action and reflection

Students, parents/guardians, teachers and administrators must have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the method by which assessment is made. Both students and teachers should be actively engaged in the assessment process.

Assessment Practices

At International Sharing School a balanced and comprehensive approach to assessment will include planned opportunities for observational, formative and summative assessments. Assessment shall inform collaborative meetings among teachers and staff, designed to enhance teaching and learning.

In certain circumstances diagnostic assessment will also be used to inform teachers and parents/guardians about student individual learning needs.

Assessment Strategies and Recording Tools

The assessment of the students' development and learning is an essential component of the curriculum and helps to inform continued growth, learning and teaching. Students are observed in various situations and a wide range of assessment strategies are implemented.

At International Sharing School the classroom employs a range of formative and summative assessments, demonstrating student achievements.

Summative assessment

Summative assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned.

It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards agency.

Formative assessment

Formative assessment provides information that is used to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do.

Formative assessment and teaching are directly linked and function purposefully together.

Formative assessment promotes learning by giving regular and frequent feedback throughout the learning process. This process helps learners to:

- Improve knowledge and understanding;
- Foster self-motivation and enthusiasm for learning;
- To engage in thoughtful reflection;
- To develop the capacity for self-assessment;
- To recognize the criteria for success.

There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Assessment in the classroom includes:

- Collecting evidence of students' understanding and thinking;
- Documenting learning processes of groups and individuals;
- Engaging students in reflecting on their learning;
- Students assessing work produced by themselves and by others;
- Developing clear rubrics;
- Identifying exemplary student work;
- Keeping records of test/task results.

Assessment strategies and recording tools form the basis of a comprehensive approach to assessment and represent the school's answer to the question "How will we know what we have learned?" The strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teachers record this information using a variety of tools, which are the instruments used to collect data.

At International Sharing School a variety of strategies and recording tools are used, which take into consideration IB criteria and requirements.

Assessment Strategies

- Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class. Records such as checklists and note taking are common methods of recording observations.

- Performance Assessments: The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems.
- Selected responses: Common examples are tests, quizzes and written projects.
- Open-Ended tasks: Students are presented with a challenge and asked to provide an original response/solution. The response/solution could be a brief written answer, a drawing, a diagram, an oral presentation, etc. Examples include essays, compositions (musical, physical, artistic) or ongoing projects.
- Self- and/or peer-assessment: Peer and self-assessment involves students using information to improve their learning and that of their peers. It is a process of having the students critically reflect upon, record the progress, and possibly suggest grades for their own learning. Peer and self-assessment are important aspects of assessment for learning practice.
- Process journals: Students document the development process of projects and include reflection.
- Assessment criteria are established set of criteria for rating students in all areas. The descriptors inform the teacher what characteristics or signs to look for in the work/project and then how to rate it on a predetermined scale.
- Rubrics are issued to students at the beginning of the tasks and/or with the assessments. It guides the student in the process of understanding how to get higher marks based on concrete steps and outcomes which will be assessed.
- Checklists are lists of information, data, attributes, or elements that should be present. A mark scheme is a type of check list.
- Anecdotal Records are brief, written notes based on observations of students.
- Exemplars are samples of students' work that serve as concrete standards against which other samples are judged.

Assessment Strategies and Tools

Tools / Strategies	Rubrics	Exemplars	Checklists	Anecdotal Records	Assessment Criteria
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Selected Responses	✓		✓	✓	✓
Open-ended Tasks	✓	✓		✓	✓
Self- and/or peer-assessment	✓		✓		✓
Process Journals	✓	✓	✓	✓	✓

Teachers use a range of methods to document the evidence of student learning and understanding. This at times includes video, audio, photographs and graphic representations. Teachers also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

Reporting

Reporting on assessment at International Sharing Schools includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. Reporting to parents, students and teachers occur through:

- Conferences (parent- student-teacher, student-teacher and Student Led);
- Portfolio Day;
- Official School Reports;
- Managebac;
- The Exhibition;
- Meeting (parents-teacher and parents-teachers-students)

Parent Meeting

Parents gain information about the school from the Programme Coordinators and classroom teachers regarding the curriculum and classroom routines. This important meeting happens on the first month of Term 1.

Portfolio

The Portfolio is an important part of the school's reporting programme. It provides a record of student effort and achievement in all areas of the school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers. Each student has their own Portfolio taken home at the end of the academic year.

ManageBac

ManageBac is our official school curriculum management system. Parents and students will have their own login. From Early Years to PYP 2 Managebac is exclusively used by parents to access curriculum information, communicate with teachers, access assessments and check homework and given tasks. Parents and students will have access from PYP 3 to PYP 5. This will foster students' organisation and time management skills and prepare them for entering MYP.

Assessment information will be available on ManageBac at the completion of each Unit of Inquiry.

Official School Reports

Reports will be issued at the end of each term in December, April and July. For the Early Years, a Settlement Report will be issued which will allow parents to better understand how their child has adapted to the school community in general, classroom environment, classmates and teachers during Term 1.

Reports are written and sent to parents at the end of each term.

Term 1
End of term report - includes grades and comments by teachers and tutors.
Term 2
End of term report - includes grades and comments by teachers and tutors.

Term 3
End of year report - includes grades and comments by teachers and tutors.

Reports will be completed on Managebac.

Student Led Conferences

Student Led Conferences are formal reporting sessions to parents led by the students. The teacher's role in this process is to guide and prepare the students. The emphasis is on discussing a child and their parent.

The focus of the Student Led Conference is on students' progress – academic and social. Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become active participants in their child's learning and skills and have an opportunity to help their child set positive goals. Students are trained to become confident participants and conference leaders. The development of their training will naturally be progressive as students move through the year levels. We would have different expectations about how a PYP 1 student would report as distinct from a PYP 5 student. We aim to build skill development beginning in the Early Years and moving through the year levels. Parents will be supported and guided with checklists and suggested questions so that they are informed about their child's learning in the most effective way possible.

Three Way Conferences

Three Way Conferences are formal reporting sessions with both parents and students and are led by the teacher and the students.

The Exhibition

Students in the final year of the PYP carry out an extended, collaborative inquiry approach – the PYP Exhibition. At International Sharing School this takes place towards the end of the school year.

One of the purposes of the PYP Exhibition is to provide a forum for student-driven reporting. Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry;
- To provide students with an opportunity to demonstrate independence and responsibility for their learning;
- To provide students with an opportunity to explore multiple perspectives on their topics;
- For students to synthesise and apply their learning of previous years, and to reflect on their journey through the PYP;
- To provide an authentic process of assessing student understanding;
- To demonstrate how students can take action as a result of their learning;
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP;
- To celebrate the transition of learners from PYP to MYP education.

Standardised Achievement Tests

Standardised assessments are used as a part of the whole school assessment policy to gain as much information as possible about the student as a learner and the programme.

Standardised assessments are specifically used for the following reasons:

- To inform teaching;
- To provide information which shows growth over time;
- To provide information for differentiation;
- To allow Learning Development Team to determine those students whose basic skills fall outside the normal range expected for students of that particular age. This information is used alongside other assessment information to determine those students who will access support from the Learning Support Department;
- To form part of the process of reporting to parents.

Parent/Teacher Communication

All teachers are responsible for informing parents about the PYP and their program of inquiry units for the year using the following forms of communication:

- Parent Information Nights at the beginning of the year;
- Class Newsletters, Class Handbooks and emails;
- Inviting parents to view the learning of their children formally (mini-exhibition, SLC or celebration of learning events) or informally (when parents visit classes or student learning is sent home to share);
- Student portfolios;
- Three-Way Conferences;
- Student Led Conferences;
- Open day.

The PYP coordinator will provide regular information about the PYP using various communication strategies, e.g. newsletter articles, parent workshops, etc.

Planning, Assessing, Recording and Reporting in the Middle Years Programme

Internal Assessment

In MYP, assessment is continuous and ongoing and is both formative (assessment for learning) and summative (assessment of learning) in all subjects.

Formative assessment takes place either during lessons or when teaching the units.

Summative assessment tasks are the culminating assessments for a unit, designed to provide information on the student's achievement level against specific MYP objectives for each subject group and may be set both during and at the end of the unit.

In both formative and summative assessment, a variety of assessment strategies may be used. These include:

- Observation;
- Selected response (such as quizzes and tests);
- Open-ended tasks;
- Performance;
- Process journals;
- Portfolios.

Assessment tasks may also take a variety of formats. For example:

- Essays, articles, reports, etc.;
- Research;
- Performance;
- Tests;
- Questionnaires;
- Investigations;
- Product creation;
- Composition;
- Group, peer and self-assessment.

Implementing assessment in MYP

MYP assessment is criterion-related. The IB publishes a set of objectives for each subject group and these are directly related to the assessment criteria of that particular subject group. The IB not only specifies the criteria for each subject but also provides written descriptions for each. Student success in reaching the specified objectives for each subject group is measured by the level they have achieved in each assessed criterion.

Assessment tasks should address at least one of the subject group objectives with students' work being assessed using the appropriate criteria. Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP. Students are informed about the task and the criteria being assessed in advance and are given well-constructed rubrics which clearly define the nature of the task, task specific clarifications and grade descriptors using a standardised format. Teachers help students to understand what is required in order to meet the criteria for assessment for a task and to clarify how the assessment criteria relate the task.

Feedback is provided promptly and may be oral or written. Feedback should highlight strengths, achievement and mastery and also identify areas which need to be improved.

In summative assessment tasks, an achievement level (grade) for each criterion is awarded on a scale of 0 to 8, in accordance with the descriptors prescribed by IB. All summative assessment feedbacks must be signed by the parents and returned to the teacher within 10 working days.

Reporting assessment in MYP

Following a meeting of all MYP subject group teachers, every MYP student receives his/her report for the end of each term within the first week of the holiday. This will include their summative assessment grades for that period and a comment about their progress, both in terms of their strengths and those areas which are more challenging and which need to be improved, together with a general comment which includes student overall progress, along with Approaches to Learning and Service as Action (Service Learning).

The students will also receive an effort grade for each subject area, using the following scale: BE – Below Expectations, AE – Approaching Expectations, ME – Meeting Expectations, EE – Exceeding Expectations.

If deemed necessary, either parents or form teacher may request a meeting to discuss their child's progress. Each member of staff has a designated time within the weekly timetable specifically to meet with parents.

At the end of the school year, final grades for each subject group are determined using a scale of 1 to 7, according to the IB MYP general grade descriptors (See Appendix A). To arrive at these grades, teachers add together the student's final achievement levels in all criteria. These final criteria achievement levels are determined using a 'best-fit' approach.

Students achieving final grades of 3 or below in 3 or more subject areas they may be required to repeat the year following full consultation of staff and management. Students with the final grade of 3 or below in the same subject for 2 consecutive years may be required to repeat the year following full consultation of staff and management.

However, early consultation with the student and parent(s) should address concerns about achievement strategies to improve and thereby avoid the possibility of repeating a year.

Supporting Assessment

International Sharing School expects its students to:

- Arrive promptly to all lessons and have with them the appropriate materials for the lesson or assessment task;
- Respect the right of others to learn;

- Collaborate constructively with peers;
- Submit all required work, which includes homework, class work, assignments and projects on time and complete.

International Sharing School expects teachers to:

- Clearly identify what is required in each piece of work and provide students with assessment rubrics which include details of assessment criteria and task-specific clarification;
- Provide adequate time for students to complete assessment tasks;
- Provide adequate access to necessary materials to complete assessment tasks;
- Assess work carefully and appropriately and return it to the student promptly, and no later than 10 days after the assessment has been completed by the student, including individual feedback to enable improvement.

Parents can help by:

- Supporting students in completing their school work but not to such an extent that it is no longer authentically their own work;
- Signing and returning every summative assessment feedback. These will be stored in a portfolio;
- Attending meetings with the subject teacher/MYP Coordinator should a student be experiencing significant difficulties, repeatedly failing to meet requirements such as bringing necessary materials or consistently achieving grades of 3 or less, in order to discuss strategies to improve learning and raise achievement;
- Setting aside a quiet working space at home and sufficient time to complete work;
- Providing access to a computer or tablet and the internet.

Deadlines for submission of assessments

Deadlines for submission of work will be clearly specified on the assessment rubrics. Students will be informed about summative assessment tasks in advance. The length of notice given may vary from subject area to subject area or depending on the duration of the Unit, but will not be less than 10 school days.

Completed assessments must be submitted on the due date and handed to the relevant teacher or sent electronically (if this has been previously agreed with the teacher).

It is the responsibility of the student to make sure that work sent electronically has been duly received by the teacher. Problems with technology are not an acceptable excuse for late or non-submission of work; students should back up their work.

If a student is absent from school on the due date - in the case of tests, oral presentations or other work that cannot be sent electronically - an official justification must be provided to the school on the first day of the absence.

There will be consequences for late submission of work without an adequate explanation. If work is given in late without the agreement of the teacher, or not submitted after the extended deadline, NS (Not Submitted) is entered and the parents informed. Failure to submit work will have a detrimental effect both on overall progress and final MYP grades. Individual subject group teachers have the option of giving feedback on work submitted late.

If a deadline is missed for the second time, parents will be called in for a meeting with the subject teacher and form tutor to discuss solutions.

Homework

Work done outside school is an important part of the learning process as it not only reinforces what is done during lessons but also helps to develop Approaches to Learning such as autonomy, organisation and self-management skills.

The amount and type of homework given will vary from year to year and subject group to subject group. Deadlines for submission of homework will be set and are expected to be met. Failure to do homework is treated seriously. Students who do not hand in homework on time will be required to forfeit intervals to complete the outstanding work. Parents will be notified if any student repeatedly fails to submit homework on time, or repeatedly submits incomplete or poor quality work. If deemed necessary, parents will be asked to attend a meeting with the form tutor to discuss solutions.

External Assessment (E-assessment, PP and e-portfolios)

The MYP Certificate

From the end of MYP 3 and 4 students will consider their future qualifications and be made familiar with the process and requirements with regard to the IB *MYP Certificate* awarded in MYP5 which can be gained through on-screen examinations.

Students in MYP5 may be registered for any number of subjects (including arts, physical and health education, and design), but only six subjects contribute to the award of the *MYP Certificate*. They must also take an on-screen exam for an Interdisciplinary subject.

The e-assessment, e-portfolio and personal projects are marked and moderated by IB who will issue results to the coordinator usually on the 1st of August. These results then will be passed on to the individual students.

Personal Project

As usual in MYP5, a candidate must also register for the Personal Project which will be assessed internally but moderated by IB colleagues. The Personal Project Guide will support students along with a dedicated supervisor/coordinator and time in school to help their understanding.

If a candidate takes more than one subject from the same subject group, the highest grade will count towards the *MYP Certificate*. Where a candidate chooses to take multiple subjects from arts, physical and health education, or design, the highest single grade from these subject groups will count towards the *MYP Certificate*.

A grade from at least one subject from each of the following six subject groups must contribute to the award of the *MYP Certificate*.

- Language and literature;
- Language acquisition (or a second language and literature);
- Individuals and societies;
- Mathematics;
- Sciences;
- One subject from arts, physical and health education, or design.

The IB will award an *MYP Certificate* to each candidate who has:

- Gained a grade total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56 points;
- Gained at least a grade 3 in at least one subject from each subject group;
- Gained at least a grade 3 for the personal project;
- Gained at least a grade 3 for the interdisciplinary on-screen examination;
- Completed the school's requirements for service as action.

In addition to completing the assessment requirements of six subjects, a candidate must also meet the requirements of the following to be eligible for the award of the IB *MYP Certificate*:

- Interdisciplinary on-screen examination;
- Personal project;
- The school's requirements for service as action.

Bilingual IB *MYP Certificate*

As a variant to the standard *MYP Certificate*, candidates can be eligible for a bilingual *MYP Certificate* by selecting one or more of the following discipline combinations.

- Two language and literature on-screen examinations;
- An on-screen examination in the sciences, individuals and societies or interdisciplinary subject groups in a response language that is not the same as the candidate's chosen language and literature examination subject;
- An ePortfolio for arts, physical and health education, or design in a response language that is not the same as the candidate's chosen language and literature examination subject;
- A personal project in a response language that is not the same as the candidate's chosen language and literature examination subject.

Any subjects in addition to the six that contribute to the award of the *MYP Certificate* will also be indicated on the accompanying MYP Course Results document.

Any additional subjects will not contribute to the *MYP Certificate*, so the MYP Course Results document will not indicate the total number of points achieved.

From year 5 of the MYP onwards, a maximum of three examination sessions are allowed in which to satisfy the requirements for the award of the *MYP Certificate*. The examination sessions need not be consecutive, but the only permissible combination is Certificate, Retake and Retake. A candidate cannot be registered for assessments as an anticipated candidate prior to the "Certificate" session.

A candidate who attempts the *MYP Certificate* (requiring the mandatory e-assessment aspects) but does not attain it will receive the MYP Course Results document which will record what a candidate has achieved and will not indicate assessments.

A student that does not enter for the *MYP Certificate* will complete MYP5 with the MYP Course Result document as appropriate.

Planning, Assessing, Recording, and Reporting in the Diploma Programme

Forms of assessment

DP Assessments are criterion-related, and are based on a set of pre-determined subject specific criteria published in the relevant IB DP subject guides. Our students are familiar with the assessment criteria used in each subject and understand specific expectations of the tasks which they are given.

In DP, teachers make use of a wide variety of assessment tasks, strategies, and tools, the aim of which is to stimulate students' academic and cognitive growth. They strive to promote and support meaningful learning by extending students' knowledge and understanding, as well as developing a considerable range of their creative skills and attitudes.

Tailored to students' differing levels of understanding and individual learning styles, our teachers' assessment tasks, strategies and tools also facilitate holistic education.

International Sharing School aims at maintaining a balance between formative and summative assessment. While the former aims at modifying teaching and learning activities to improve student achievement, the latter seeks to monitor students' educational outcomes at the end of a learning unit.

Besides assessing students' achievement, teachers create a supportive classroom environment in which students feel comfortable evaluating themselves and their peers' performance and skill levels. Incorporated into the classroom in the form of checklists

and rubrics, such an alternative form of assessment facilitates students' reflection on both their academic and cognitive growth. The ongoing interaction between teachers and students also allows for the learners' self-correction.

Internal Assessment methods used in DP include:

- Case studies;
- Debates;
- Discussions;
- Essays;
- Reports;
- Multiple-choice tests;
- Observation;
- Projects;
- Portfolios;
- Verbal and/or multimedia presentations;
- Problem-solving;
- Process journals;
- Research assignments;
- Short-answer questions;
- Selected response, such as written tests and quizzes;
- Other, specified in the Subject Grading Systems.

Reporting In DP

International Sharing School employs a wide range of reporting strategies about students' progress in the DP programme, such as Managebac, regular parents' evenings, teachers' office hours and presentations (for example, Visual Arts final exhibition). To manage these reporting strategies our school relies to a large extent on information and communication technologies.

The Termly Progress Reports will include the grade awarded by the teacher based on the evidence demonstrated each term in that subject. The Termly Progress Reports evaluates:

Attainment: This represents the current working level from the final total grade that the student can achieve at the end of the Diploma Programme; what they are actually capable of achieving at this moment based on the work covered so far;

Early Predicted Grade: This is an early indicator of the predicted grade based on what the subject teacher thinks the student is capable of achieving officially at the end of the DP. The actual predicted grade will be decided in DP2 and might be different;

End of Year 1 Test Grade: Result of the internal mock examinations that take place at the end of DP1 and serve as a rehearsal for the official examinations in May of DP2. These internal examinations are based on the content taught so far in DP1;

Mock Exam Grade: Result of the internal mock examinations that take place in January of DP2 and serve as a rehearsal for the official examinations in May of DP2. These external examinations are based on the content taught through the 2 years of the Diploma Programme.

Assessment for the IB Diploma

The IB Diploma Program employs two types of summative assessment to determine the student's final IB grades: Internal and External Assessments. Subject teachers are well informed of the detailed IB policies and conditions under which these assessments must be administered. Students are informed about these by the IB Coordinator in general terms and by their subject teachers in detail. Besides, IB students receive significant practice and assistance throughout their courses in order to effectively prepare for these challenging tasks.

Internal Assessment

All internally assessed and externally assessed but internally completed work (Extended Essay, TOK essay, Language A HL written assignment) are planned at the beginning of each IB1 year and is used consistently throughout the two-year period. Appropriate internal assessment timelines are established by the IB DP coordinator in cooperation with the subject teachers, about which the IB students and their parents are informed by the end of the first month of the IB DP course.

All the internally assessed work that is part of the final diploma grade from each subject is marked by the teachers according to the criteria given in the relevant IB DP subject guides.

When more than one teacher is involved in a subject group for a single year group, standardisation of internal assessment is carried out at the beginning of each school year with a view to providing a common system for the application of the assessment criteria.

After submitting all the marks in a given subject, samples of students' assessed work are submitted for moderation by IBO-appointed moderators.

External assessment

Appropriate external assessment timelines for tasks completed during the course are established by the IB DP coordinator in cooperation with the subject teachers, about which the IB students and their parents are informed by the end of the first month of the IB DP course.

The final May session exam schedule is designed based on the IBO Exam Schedules document for the given session. This detailed schedule is informed to the students about a month before the exam session.

Students are familiarised with the assessment criteria applying to the externally assessed work that is part of the final diploma grade in each subject and the Extended Essay.

Diploma Grades

Core requirements for the award of the IB Diploma:

- The IB diploma is awarded based on performance across all parts of the DP;
- Each subject is graded 1–7, with 7 being the highest grade;
- These grades are also used as points (7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded;
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total;*
- CAS is not assessed but must be completed in order to pass the diploma;
- The overall maximum points from subject grades, TOK, and the EE is therefore 45: (6 × 7) + 3;
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Additional requirements for the award of the Diploma:

- CAS requirements have been met;
- There is no "N" awarded for TOK, the EE, or for a contributing subject;

- There is no grade E awarded for TOK and/or EE;
- There is no grade 1 awarded in a subject/level;
- There are no more than two grade 2s awarded (SL or HL);
- There are no more than three grade 3s or below awarded (SL or HL);
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count);
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL);
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Matrix for the award of points for TOK and EE*

		Theory of Knowledge (TOK)				
	Grade awarded	**A**	**B**	**C**	**D**	**E** or **N**
Extended Essay	**A**	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or **N**	Failing condition				

The authenticity of students' work

International Sharing School gives due weight to academic honesty and strictly adheres to its own IB DP Academic Honesty Policy and Procedures. In order to ensure that the assessment is conducted in a proper manner, students' work is checked for authenticity. Should any doubts arise as to the authenticity of the work carried out by students, assessment results are withheld until the matter is resolved by the school's Academic Honesty Committee. In the course of external moderation, samples suspected of academic malpractice are not submitted.

(More on academic honesty is included in the Academic Integrity Policy).

Predicted Grades

IB students are given their Early Predicted Grades in June at the end of DP1. They are on the IB 1 – 7 scale. These grades are used in the application process to foreign universities.

The final, official predicted grades are issued for all the IB students in April during the second year of the course.

Predicted grades are established on the basis of formative and summative assessment marks and progress achieved by individual students in the study period preceding the time of providing the predicted grade.

Every separate predicted grade is a result of an independent decision of the subject teacher.

EXPECTATIONS

International Sharing School expects students to:

- Be able to demonstrate a range of knowledge, conceptual understanding, skills and attitudes in a variety of different ways;
- Participate in reflection, self-assessment and peer-assessment;
- Analyse their own learning and understand how it can be improved;
- Arrive promptly to all lessons and have with them the appropriate materials for the lesson or assessment task;
- Respect the right of others to learn;
- Collaborate constructively with peers;
- Submit all required work, which includes homework, class work, assignments and projects within stipulated deadlines.

International Sharing School expects teachers to:

- Clearly identify what is required in each piece of work and provide students with assessment rubrics which include details of objectives, assessment criteria, feedback and task-specific clarification;
- Provide students with a balance between formative and summative assessment tasks;
- Provide adequate time for students to complete assessment tasks and should aim to notify students about summative assessment timelines at the beginning of a new unit;
- Provide adequate access to necessary materials to complete assessment tasks;
- Assess work carefully and appropriately and return to the student within ten working days;
- Maintain detailed assessment records using ManageBac, and use these to provide valid student achievement information for students and parents/guardians, both ongoing and at time of formal reporting;
- Use the collection of assessment data to inform each stage of the teaching and learning process;
- Support parent/guardian understanding of the purpose and practice of student assessment.
- Collaborate with colleagues to ensure (when possible) transdisciplinarity in the give assessments;

- Place summative assessment dates on ManageBac within the first two weeks of each Unit of Inquiry.

Parents/Guardians can help by:

- Supporting students in completing their schoolwork, but not to such an extent that it is no longer authentically the student's own work;
- Engaging in opportunities to be involved in, support and celebrate student learning;
- Ensure students are equipped with required materials to complete school activities;
- Providing the student with adequate time, physical space and necessary equipment to complete homework;
- Attending meetings with the teacher/programme coordinator in order to discuss strategies to improve learning and raise student achievement;
- Monitoring student progress by attending teacher-parent/guardian-student conferences;
- Alert the teacher if a student is experiencing any difficulties with the completion of homework assignments;
- Develop healthy eating habits and routines for adequate sleep;
- Ensuring the student meets the school's attendance requirements.

ELECTRONIC DEVICES

International Sharing School strongly believes that the IB curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities which promotes independent learning through the development of the learner profile attributes and a positive attitude towards social behaviour and respect for their learning environment, therefore the school encourages systems and procedures.

Mobile Phone Policy

Student use of mobile phones and smart watches during the school day is forbidden. Adherence to the guidelines below is essential to maintaining an appropriate academic environment and the integrity of the learning environment.

Mobile phones and all functions within the mobile phone (i.e. cameras and all other applications) are prohibited.

If a student brings a mobile phone and/or a smart watch to school, the phone/smart watch must be switched off and handed to the Tutor immediately upon entering the building.

The mobile phone may not be used for school purposes and must not remain in the student's school bag.

Under no circumstances should students have access to their mobile phone/smart watch during the school day.

Students may collect their mobile phone/smart watch from the Tutor at the end of the school day, for the sole purpose of contacting parents/transportation services.

Under no circumstance should a student be contacting a parent directly regarding any issue. All communication must be made through the Office, Tutor or Programme Coordinator, depending on the issue.

Breach of this policy will result in the following consequences:

If a student is found to be using their mobile phone/smart watch, or found to have their mobile phone/smart watch in their possession:

1. First offence: the mobile phone/smart watch will be confiscated, and parents informed;
2. Second offence: the student will be immediately placed on an internal, one day suspension and parent conference will be requested;
3. Third offence: the student will be immediately placed on external one day suspension and parent conference will be requested;
4. Fourth offence: the student will be invited to leave the school.

Parents must please complete the Students Use of Mobile Phone & Messaging Devices Permission Form (Appendix 8) and hand it to the Programme Coordinator.

Electronic Device Policy

Laptops and tablets can be powerful learning tools when used appropriately in the school setting. Access to technology in the classroom enhances our opportunities to investigate, analyse, evaluate, problem solve, create, contribute, and connect globally, just to name a few. At International Sharing School, when teachers specify an appropriate time, students will use their own digital devices (computers/tablets) for use in the classroom.

Students may not use their laptop or tablet in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated.

- In particular, students are prohibited from using their electronic device to: Transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, colour, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs;
- Engage in "sexting", i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using their electronic device to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their electronic devices to receive such information.

If a student is found to be using their electronic device inappropriately, demonstrating a clear breach of this policy, the consequences will be the following:

1. First offence: the electronic device will be confiscated, and parents informed;
2. Second offence: the student will be immediately placed on internal, one day suspension and parent conference will be requested;
3. Third offence: the student will be immediately placed on external three days suspension and parent conference will be requested;
4. Fourth offence: the student will be invited to leave the school;

The use of iPods and personal listening devices are not permitted during school hours, including break times. Within some creative and performing arts classes, exceptions may be made, with approval from the teacher. These rules are in the best interests of students. Social interaction is an important part of a child's growth, and the use of personal listening devices at school greatly limits this interaction. Repeated violations will translate into an internal suspension.

All staff are expected to set an example regarding Mobile Phones and iPods. Teachers are expected to keep their mobile phones in their bags, only using them during lunch, break and/or in the teacher room and/or staff room.

BEHAVIOUR

International Sharing School strongly believes that the IB curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting, and challenging activities which promotes independence, the development of the learner profile and good behaviour. School encourages systems and routines.

We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We strongly believe in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our students and support them to learn how to manage their behaviour appropriately by giving students choices and make it clear as to the consequences of the choices they make.

We believe that students have rights and responsibilities. Students have the right to be safe, treated fairly and politely and to learn without disruption. Students have the responsibility to care for themselves, other people and their school.

At International Sharing School we are committed to provide a safe and nurturing environment for our students, one which eliminates discrimination and encourages the development of positive behaviour, regardless of ethnicity, religious belief, nationality, social background, or gender, promoting an effective holistic approach, nurturing personal, social and academic development.

International Sharing School places great emphasis on the importance of interacting with members of the community at large in respectful ways through speech, actions and relationships.

To this end, this policy acts as a core community agreement intended to promote key values to help achieve our mission, based on the mission and philosophy of the International Baccalaureate Programme, which is derived from the IB Learner Profile.

This agreement and its guidelines are applicable at any time on school, in any and all school settings, both on and off campus, and include all interactions between

community members, be they in person or via other non-direct means such as online interaction.

Objectives

- To provide care and support for our students and assist them to learn how to manage their behaviour appropriately;
- To enable students to develop a sense of self-worth, respect, and tolerance;
- To create and maintain a safe and supportive environment, in which the school community feels safe, secure, and valued;
- To encourage good behaviour, self-discipline, and independence;
- To provide students with choices and make it clear as to the consequences of the choices they make;
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving improvement, but with the understanding of consequences if improvement is not achieved.

Behaviour Expectations

The relationship between rights and responsibilities is key to behaviour expectations of our students. For each of us to exercise our rights, we must uphold and honour our responsibilities to preserve these rights for everyone. We will use a problem-solving approach to develop life skills specifically linked to the IB Learner Profile that are necessary both in and out of school.

Classroom agreements and procedures are aligned with school-wide expectations and support the development of the IB Learner Profiles. Students will receive positive reinforcement as well as clear and consistent consequences that focus on students taking responsibility for their own behaviour as appropriate.

At International Sharing school members of the community are expected to:

- In our school we:
  - Respect ourselves
  - Respect others
  - Respect the environment and all living things
- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves;
- Talk and listen to one another, being fair and consistent;

- Value, take pride in and care for the school's environment by looking after school property and equipment;
- Respect everyone's right to high quality teaching and learning situations and activities.

Students are expected to:

- Attend all classes, be punctual, bring all relevant required materials to each lesson;
- Complete all homework/projects and all assignments;
- Adhere to all deadlines;
- Wear the designated school uniform daily and PE uniform for sports activities
- Respect that International Sharing School is a smoke, alcohol and drug free campus, therefore the use of any forms of drugs, cigarettes, matches or lighters and alcoholic drinks are strictly prohibited, whether within the school building, in recreational areas or on external field trips.
- Understand that International Sharing School has a zero-tolerance policy regarding the above item.

Students are not allowed:

- To run in the common areas, except in the outside areas;
- To use mobile phones during school time (8:00 – 17:00).

Misuse of mobile phones and smart watches

Mobiles phones and smart watches will be confiscated if students occurred using mobile phones and/or smart watches during school hours. Parents will be asked to collect from the Tutor.

The use of iPods and personal listening devices is not permitted during school hours (unless, authorised by the classroom teacher for a specific purpose), including recess times. Within some creative and performing arts classes, exceptions may be made.

These rules are in the best interests of students. Social interaction is an important part of a child's growth, and the use of personal listening devices at school greatly limits this interaction. Repeated violations will translate into an internal suspension.

Positive Reinforcement and Rewards Values

The school talks about IB values and IB learner profile attributes regularly and how these are reflected in student's behaviour.

The school is adopting a House system as a way of organising students and teachers into teams, or "Houses", vertically across the school. The students are assigned houses and stay with that house team for their entire time at International Sharing School. Siblings are assigned to the same house as each other. Teachers are also assigned to houses.

The main purpose of the House system is to create a sense of spirit and belonging across the school and to give students the opportunity to collaborate with different Grade levels during organised events. It provides a chance for students to develop their leadership skills and creates a culture of positive role models within the school and to respectfully learn competitivity.

Essential Agreements

Each class create their own set of class rules at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

Responsibility

Students are given responsibility in class and around school in a variety of ways ranging from class monitors, school monitors, and sports leaders as well as through the school council.

The values and school rules are reinforced by the adults in school by:
- Being role models for the students;
- Giving clear and concise directions to children so that misunderstandings do not arise;
- Rewarding students:
  - PYP - praise/celebration areas/stickers/in class certificate/assembly certificate for completion of 20 squares;
  - MYP - board of honour with end of term certificates and end of year awards;
  - whole class work towards a negotiated 'treat' together they have behaved/worked particularly well.

Inappropriate Behaviour

International Sharing School will not tolerate behaviour which impacts on other people's learning and/or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the student involved.

In each class the teacher and the students will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs. When a student behaves inappropriately the decisions made by the adults must not be led by the student's demands/behaviours.

An example of this maybe:

1. A reminder given on what is expected, what rule they are breaking and what choices they have;
2. Miss part of break and/or lunchtime (with supervision);
3. Time out/Removal from class -- (Agreed between teachers) for a set amount of time with work to complete. Depending on the specific student/situation, the teacher will use their professional judgement to decide on the consequence. The incident will be documented (Incident Report form) by the class/subject teacher/tutor then informing the parents;
4. Sent to the Programme Coordinator as appropriate;
5. Parents informed and invited in to discuss the student's behaviour;
6. The context and frequency of such incidents will be monitored and addressed further as appropriate.

If, within the agreed system, a teacher decides that the sanction is to lose interval time, it is that teacher's responsibility to supervise students in the classroom. Students are not to be left on their own or sitting outside the Office. The above model may not be suitable in all occasions; for instance, where a student is deliberately putting themselves or others at risk or physically hurting anyone it may be necessary to involve members of the Senior Leadership Team immediately.

If inappropriate behaviour occurs at interval times, the staff on duty need to deal with it immediately.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then an Individual Behaviour Plan may be drawn up and the following actions may occur:

- Discussion between teacher/child/parent - agreeing on targets for behaviour;
- Seclusion in school;
- Student excluded from lunchtimes (If lunchtime related);
- Student reduced to a part time timetable;
- Fixed term exclusion;
- Permanent exclusion.

It can only be the decision of the Principal to seclude or exclude a student or reduce a student's timetable.

Students who display significant and/or persistent behavioural difficulties may be placed on the Additional Needs Register and supported and monitored as appropriate. In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk.

If while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Principal so they can take necessary action.

STUDENT'S RIGHTS & RESPONSIBILITIES

Rights & Responsibilities FOR LEARNING

I have the right to learn and help others learn; therefore, I am responsible for respecting others in the learning process.

Mobiles phones will be confiscated if students occurred using mobile phones during school hours. Parents will be asked to collect from the secretary.

Everyone should be free to learn, teach and express him or herself without being interrupted. This means that I am responsible for:

- Coming to school on time and being ready to learn;
- Respect and be respected;
- During lessons, refrain from disruptive talking as it disrupts my and others' learning;
- Being engaged in learning and putting forth the best effort;
- Understanding that making mistakes is part of learning and being comfortable and prepared to make them. In our school, mistakes are:
    o Respected
    o Accepted
    o Corrected
- Moving through hallways and inside the classroom in an orderly manner and respectful of other learners.

Rights & Responsibilities TO SELF

I have the right to my own individual style as both a person and learner; therefore, I am responsible for allowing others their personal style. Everyone should be able to play, work, read, study, teach or spend time quietly and peacefully without unwelcome interference.

This means that I am responsible for:

- Showing awareness of myself and others as learners and thinkers;
- Regulating and taking responsibility for my actions;
- Acting in a principled, responsible manner with all members of our International Sharing School community;

- Taking care of my personal hygiene and health.

Rights & Responsibilities TO OTHERS

I have the right to be myself and be happy in school; therefore, I am responsible for acting with integrity and respect for others. Everyone should be treated fairly and have their feelings and cultures respected.

This means that I am responsible for:

- Speaking to others in a kind and respectful way;
- Being considerate of the feelings of others and their personal space;
- Showing tolerance and appreciation for all personal and cultural differences;
- Respect all personnel on campus: teachers, support staff, parents, volunteers, and classmates.

Rights & Responsibilities FOR PROPERTY

I have the right to feel and be safe in this school and to have what I bring to school protected; therefore, I have the responsibility to ensure that others also feel safe regarding their property.

I have the right to enjoy the facilities and environment at ISS; therefore, I am responsible for doing whatever I can to protect and preserve our school and community's property (materials and furniture).

This means that I am responsible for:

- Taking care of my own property;
- Respecting the property of others;
- Keeping my hands to myself and sharing in a friendly and respectful manner;
- Using equipment in the manner that it was designed;
- Keeping our school free of destruction and reminding or reporting anyone who fails in that responsibility.

PYP students and staff will be responsible for complying with this policy in the classroom, on the playground, in the refectory, on the bus, and within the context of all

other common spaces and school-related activities. Each student is held responsible for their actions when supervised by an adult. Once students have been dismissed, parents or guardians are expected to adhere to all policies and procedures in this document whilst on campus.

PYP teachers and students work together to build classroom community agreements that are consistent and aligned with ISS Student's Rights and Responsibilities and community agreements. Each teacher has the professional discretion to establish and enforce their own classroom agreements, which are posted in the classroom, and is responsible for communicating the classroom agreements and consequences to the respective parents. Teachers, students, parents and administrators are committed to working together to address disciplinary matters to help students develop strategies to self-regulate behaviour and take responsibility for their actions.

PYP Student Behaviour Expectations in Different Settings

Classroom

- Adhere to the classroom agreements;
- Demonstrate acceptable use of technology;
- Store personal items in an assigned locker;
- Use respectful language.

Hallway

- Walk in an orderly, quiet line in the hallways, staying on the right side;
- Refrain from being in hallways before school and during morning and lunch recesses;
- Use respectful language.

Canteen

- Wash hands before eating;
- Always walk;
- Sit down while eating at designated areas;
- Use appropriate table manners;
- Clean the area when finished eating; carry the tray to the tray holder, push in chairs, and throw away any rubbish;

- Take responsibility for spilt food or other accidents;
- Talk using indoor voices;
- Use respectful language.

Playground

- Play in designated, supervised areas;
- Stay within boundaries;
- Be respectful of trees and landscaped areas;
- Use good sportsmanship and fair play;
- Use playground equipment and toys safely;
- Be inclusive in games;
- Use respectful language.

PYP Discipline Procedures

International Sharing School staff and administration are responsible for enforcing a firm, fair, and consistent policy. The entire school teaches and practices the IB Learner Profiles and appropriate behaviours that promote a safe and caring school environment.

As a school, we expect to see positive examples of our core community agreement in action. We value the role of positive consequences and celebration for students who follow the community agreements regularly. We formally celebrate students who follow the key responsibilities and exhibit exemplary behaviours to further develop them.

Examples of Positive Behaviours in Action	Positive Consequences
Responsibility to OTHERS: Respecting others Praising others Helping others Welcoming and caring for new students Acceptable behaviour when using technology Reporting bullying	Complimentary certificate and star awarded to the student from students/teachers/PYP Coordinator
Responsibility to SELF: Respect yourself Being truthful Being principled when conflict arises Acceptable behaviour when using technology Reporting bullying	Complimentary Learner Profile certificate awarded to the student from students/teachers/PYP Coordinator

Responsibility to PROPERTY:	
Backpack and belongings inside your designated locker Keeping locker tidy Picking up litter Reporting damage in the bathroom, to landscape, facilities and/or equipment Reporting theft Returning lost items to 'lost and found', a teacher, the reception or a student	Complimentary Learner Profile certificate awarded to the student from students/teachers/PYP Coordinator
Responsibility to LEARNING: Demonstrating appropriate behaviour in and outside of the classrooms Demonstrating proper use of technology Share your thoughts and ideas, respecting other's opinions too	Complimentary Learner Profile certificate awarded to the student from students/teachers/PYP Coordinator

Community Agreements - Negative Outcome

At International Sharing Scholl behaviour procedures are consistent school wide. For instances where our agreements are broken, a progressive set of consequences and/or procedures are followed to create a safe learning environment. To illustrate what this looks like, each of the key responsibilities has been described, along with behaviours that would require discipline procedures.

In such instances, the school's faculty and administration will rely upon our disciplinary guidelines to help promote discussion and reflection on alternative positive behaviours. Our goal is to empower our students to learn from mistakes to make better decisions in the future and to teach them a sense of responsibility for their own behaviour. Concrete examples of the steps taken when applying consequences are given in the disciplinary guidelines, but in general, the following course of action can be expected:

1. First Occurrence – teacher intervenes directly with the student; Incident documented; Teacher reports to Programme Coordinator who will e-mail parents. Students is externally suspended one day.
2. Second Occurrence – teacher intervenes directly with the student; Incident documented; Teacher reports to Programme Coordinator who will e-mail

parents and invite them for a meeting. Students is suspended externally two days.

3. Third Occurrence – teacher intervenes directly with the student; Incident documented; Teacher reports to Programme Coordinator who will e-mail parents and invite them for a meeting which will include the Educational Psychologist. Parents will be informed that the students will be expelled.

For any incident determined to be severe, or those that are repeated at an alarming rate, a student may be suspended from school (all suspensions will be recorded in the student's file). A suspension is a serious consequence intended to signal possible permanent removal from the community should disciplinary problems persist. Suspensions may be in school or out of school and will be determined by the Programme Coordinator and/or Principal.

In the most serious of disciplinary issues, or if disciplinary issues persist, the Programme Coordinator might recommend that a student should be expelled. If this happens, the Programme Coordinator will conduct a meeting with the Principal, the student and the student's family. Based on the meeting results, the Programme Coordinator will decide whether to make a recommendation for expulsion to the Board of Directors. The Board of Directors will hear the case from the Programme Coordinator and the Principal, and the Board of Directors will make a final decision.

LANGUAGE

Language Philosophy

International Sharing School recognises that the study of language is central to all learning. Language study including, English (language of school instruction) and Portuguese (language of school location) and other foreign languages, develops international understanding, reinforces cultural identity, enhances personal growth and promotes effective communication.

Language is an interactive and creative system, to enable comprehension and to communicate meaning. It is bound up with cultural identity and ways of viewing the world. Language has defined structures which, at the same time, allows us to express ourselves creatively. It is the major connecting element across the curriculum. The focus is not only on language for its own sake, but also on its application across the subject areas and throughout the transdisciplinary programme of inquiry. It consists of 4 skills or strands (listening, speaking, reading and writing) which operate interactively. Each one of these strands involves different interactive processes.

Language does not operate in isolation but in the world of human communication. Learning a language is part of forming our own identities, exploring thoughts and having an impact on the thoughts and identities of others. It is, therefore, key to our personal, cognitive and cultural development.

We believe that the mother tongue language development is crucial for promoting and maintaining cultural identity and emotional stability and that acquisition of more than one language enriches personal growth and helps facilitate international understanding. International Schools have a special responsibility to recognize and support each and every aspect of language development.

International Sharing School views all teachers as teachers of languages, and all adults as essential contributors to the language learning process.

International Sharing School understands that the most conducive environment to language is a positive and encouraging one, wherein students have the opportunity to engage in authentic and meaningful learning experiences.

International Sharing School values differentiated and varied instruction which integrates the four skill areas of listening, speaking, reading and writing. Language instruction considers students individual development and multiple learning styles.

At International Sharing School:

- English is the language of instruction;
- Portuguese is the native language of Madeira, Portugal.

In the Primary Years Programme:

- English as a subject is taught through the Language Arts programme in PYP from Infants and Reception through to PYP 5 and also as a specific subject;
- Portuguese is taught as a specific subject on a daily basis to each class, divided into two groups: native speakers and language acquisition;
- Mandarin is a compulsory subject which is taught discretely on a weekly basis for students of PYP 1-5;
- Optional languages – French/German/Spanish – are taught discretely from PYP 3-5, once a week. Students opt for one language which they continue to learn throughout the PYP and into MYP. According to the IB regulations, students cannot choose their mother tongue as a Language Acquisition subject. New students can change from a chosen language only in the first 2 weeks after joining the Language Acquisition programme. Later, they must maintain the same additional language in each year or achieve a satisfactory proficiency in phase 4 in order to transfer to another language. This is to ensure the language continuity and provide the students with the best preparation for e-assessment in Language Acquisition in MYP 5.

In the Middle Years Programme:

- English as a specific subject is taught through Language and Literature and Language Acquisition with students identified as to which area is appropriate to them;
- Portuguese as a specific subject is taught through Language and Literature and Language Acquisition with students identified as to which area is appropriate to them;
- Mandarin and Russian are compulsory subjects, taught discretely to each year group once a week;
- French, German and Spanish are taught in continuation of the opted language from PYP. The lessons are taught discretely for all MYP students MYP 1-3, twice weekly, and for MYP 4-5, three times a week. According to the IB regulations, students cannot choose their mother tongue as a Language Acquisition subject. New students can change from a chosen

language only in the first 2 weeks after joining the Language Acquisition programme. Later, they must maintain the same additional language in each year or achieve a satisfactory proficiency in phase 4 in order to transfer to another language. This is to ensure the language continuity and provide the students with the best preparation for e-assessment in Language Acquisition in MYP 5;

- However, some students who need extra support for English and/or Portuguese may not be required to take additional language lessons of Mandarin and Russian.

Multilingualism

Multilingualism as a Fact

At International Sharing School we embrace learners from around the world:

- The language profile of our students is varied, and we encourage our students to speak a variety of languages;
- English is the language of instruction and the common language for all communication with the school community;
- Portuguese is the national language of our host-country.

Multilingualism as a Right

At International Sharing School we believe learners have the right to:

- Maintain their mother-tongue as it is vital to their self-image, family relationships and cultural identity;
- Learn English as a global language;
- Learn additional languages, particularly of the host country, for better intercultural understanding.

Multilingualism as a Resource

The multilingualism of our school community is an important resource needed in order to accomplish our vision and mission. A multilingual environment supports international mindedness by developing intercultural understanding and respect.

Language Profile

A developmental language profile is created for each student through the Admissions process when enrolling at the school; recording and identifying the student's mother- tongue language and written and oral competency in other languages; in order to best support students in their respective languages and in their learning.

Admissions

Students applying to MYP 4 and 5, who indicate that English is not their mother-tongue, will be reviewed by the Programme Coordinator, as a requirement of the Admissions policy

How Mother-Tongue Languages Are Supported

We believe that the mother-tongue language development is crucial for promoting and maintaining cultural identity and emotional stability and that acquisition of more than one language enriches personal growth and helps facilitate international understanding. Students are encouraged to make use of their mother-tongue or best language to scaffold information, understand concepts and increase vocabulary when studying in the language of instruction. Students are also encouraged to use mother-tongue both socially and academically throughout the day.

In addition, the Diploma students are offered the option to study a school supported self- taught language, in order to support students whose mother-tongue language is not taught in the school.

The school promotes an internationally minded community through various learning engagements and events that develop intercultural awareness and celebrates the linguistic diversity within our school community.

Parents are encouraged to support their child's mother-tongue through reading at home as research shows that this greatly enhances the child's development. Parents are also encouraged to share or donate to the school library, a variety of resources in their mother- tongue language to further support student mother-tongue learning.

Learning Of The Host Country Or Regional Language And Culture

- Celebrate cultural days within school such as St Martin's Day.
- The school promotes the host country language:
- PYP students are obliged to study the language;
- MYP students are provided with an option to study either Portuguese Language & Literature or Language Acquisition;
- Diploma students are provided with an option to study either Portuguese A or Portuguese B.

Essential Agreement for the Teaching of Language

All students:

- Are encouraged to maintain and value their own native language and to value the native language of other people;
- Are taught language by all faculty and have opportunities to develop and use all aspects of language across the curriculum;
- Are given access to support as appropriate;
- Are encouraged to become fluent in more than one language;
- Receive, and are encouraged to apply, a balanced programme of instruction for listening, speaking, reading, writing, viewing and presenting;
- Are encouraged to develop a love of language and literature reflecting a variety of cultures;
- Are encouraged to view language as a tool for learning and develop a wide range of strategies to comprehend, interpret, evaluate, respond to and appreciate texts and media messages;
- Are taught literacy skills in context;
- Are encouraged to express themselves, orally and in writing, in a variety of media and situations, including through the arts;
- Are given time to reflect on their learning and to apply techniques appropriately;
- Are encouraged to share and develop their work in a social context;
- Are encouraged to take risks and use self-correcting techniques;
- Receive constructive and specific feedback from staff and peers;
- Are exposed to modelling of rich language experiences.

Delivery of Teaching and Learning

Staff at International Sharing School believe that students learn best when teachers:

- Present language through meaningful tasks in authentic contexts;
- Integrate language and other subject areas;
- Assist students in discovering language structures. They encourage students to reflect on language and develop language awareness, including, but not limited to Purpose, Form and Audience;
- Recognise and respect the different ways in which students express themselves, including mother tongue development;
- Provide students with a language-rich environment;
- Support the development of positive attitudes towards improving communication skills and provide a wide range of opportunities to do so;
- Use a wide range of teaching and assessment strategies to teach language in all its forms through a balanced programme;
- Provide challenges which allow students to reach their full potential;
- Acknowledge differences in developmental stages, learning styles and previous learning experiences.

Strategies to Support Teachers in their Contribution to the Language Development of Students

- Provide professional development to teachers;
- Encourage the use of various strategies and techniques to be incorporated more into practice by teachers to further improve the language support given to learners:
  - Thinking Time - Teachers should try to consciously allow at least five seconds of silence after asking a question to allow language learners more time to connect to what has been asked and provide all students with the opportunity to think and answer;
  - Elaborated input - Teachers consider the ways that they speak to students and try to repeat key instructions or points, paraphrase, use slower, clear speech and visual aids to help students better comprehend what is being said;
  - Re-casts - If a student makes an error when speaking the teacher should repeat what the student said providing the correct model without overtly drawing attention to the error;

o Questioning - Teachers should ask open-ended questions to their students and direct these questions to specific individuals to ensure all students have the opportunity to participate;

o Increase verbal interaction - Teachers should provide opportunities to increase verbal interaction in classroom activities to help ensure that students are exposed to as many different types of authentic language as possible and allow students opportunities to practice using the target language. Planning for more group and pair work during lessons would help to do this.

Programme	Grades	Language
Early Years	Infants Reception	English Portuguese
Primary Years Programme	PYP 1-5	English Portuguese Mandarin French/German/Spanish (from PYP 3 onwards)
Middle Years Programme	MYP 1-5	English LAL & LA Portuguese LAL & LA French LA Spanish LA German LA Mandarin LA (non-curricular) Russian LA (non-curricular)
Diploma Programme	DP 1-2	To be announced

Strategies for Increasing Student Talk Time

- Directing Specific Questions to Individual Students;
- Asking questions directed to individual students helps to:
  - o Develop an individual´s language skills;
  - o Ensure all learners are given the opportunity to respond;
  - o Keep learners alert and tuned in;
  - o Distribute responses in teacher fronted interactions;
- Incorporate Small Group and Pair Work in Lessons;

- Provides students with opportunities to:
  - Use considerably more language;
  - Exploit a greater range of language functions;
  - Hear language from different sources i.e. not just the teacher;
  - Possibly reduced learner anxiety related to attempting the target language;
- Think, Pair, Share.

Techniques and Strategies for Modelling Language
Elaborated Input

Elaborated input contains redundant information, the redundancy being achieved through:

- Repetition;
- Paraphrasing;
- Slower speech;

Think Alouds

The offering of a teacher's inner dialogue or opinions out loud for students to hear their thoughts, ideas and to model the world as we understand it in words.
Questions and statements to use might be:

- What am I going to do now?
- What is my problem?
- I wonder what would happen if…

Teacher Belief's

- Language needs to be scaffolded and ideas elicited from students;
- Students need to be exposed to a variety of activities;
- Language needs to be modelled and reinforced by the teacher;
- Meaningful and real-life contexts should be used.

Recommendations

The following strategies and techniques could be incorporated more lessons be teachers to further improve the language support given to learners:

- Think time;
- Elaborated input;
- Re-casts;
- Questioning;
- Increase of students to student verbal interaction.

Implementation of Language Learning

Language teaching, learning and assessing follows an inquiry-based pedagogy whereby learners construct meaning and inquiry into real situations in the world around them, developing language skills as defined in the PYP Language Scope & Sequence and MYP Language Subject Guides.

Early Years and Primary Years Programme

Oral, Visual and Written language is taught through the Primary school curriculum, both in language specific lessons together with other subject areas. The central ideas defined in the transdisciplinary units provide opportunities for students to develop their language skills when exploring authentic learning contexts. The Language curriculum and skills are mapped horizontally and vertically.

Middle Years Programme

Language & Literature (LAL): Analysing, Organizing, Producing Text and Using Language.

Language Acquisition (LA): Listening, Reading, Speaking, and Writing.

The language continuum continues to improve the skills, concepts and applications learned through PYP and MYP, the focus being on learning language, learning through language and learning about language.

Support for Students Who Are Not Proficient in the Language of Instruction

English as a Second Language (ESL)
- ESL support will be provided to students whose mother-tongue is not English and who do not have the required level of English language to fully access the curriculum;

- ESL support decreases as students demonstrate academic progress and become more independent in their learning;
- Coordinators will collaborate with teachers to provide a variety of teaching strategies to support language development in the classroom;
- It is the aim of the school for every student to be prepared for completion of the MYP Certificate in MYP 5. For students to be eligible to be registered for the MYP Certificate it is a requirement that they can engage in the English Language & Literature curriculum by the time they reach MYP 4.

Support for English as a Second Language (ESL)

All students who indicate that English is not their mother-tongue, are required to be reviewed by the Programme Coordinators. The procedure for students who are identified as requiring additional English language support is as follows:

- PYP: A Language Acquisition teacher supports students both in classroom context and in small groups according to student needs;
- MYP: If a student's mother-tongue is not English, the student will attend Language Acquisition lessons, instead of attending the English Language & Literature lessons;
- DP: ESL is not provided to Diploma students, as the demanding course requires students to have a proficient level of English at entry to the programme.

Student Support

Additional support for English and Portuguese

Students are identified as to their proficiency in English (the language of instruction) and in Portuguese (the mother tongue of the majority of students and the host nation). Their level of fluency determines if they receive:

- In class support by teachers and teaching assistants;
- Specific support in English and Portuguese rather than the compulsory and optional foreign languages.

Support for other native languages/cultures

International Sharing School provides further opportunities for students, their families and the wider community to develop their proficiency in their native language

and other languages through extra-curricular lessons/clubs. There is a limited choice of languages subject to demand and staff availability.

International Sharing School offers a wide range of opportunities to gain exposure to various languages and cultures through parental involvement, music, art, festivals, assemblies and curricular units.

Native language resources and language skills are available to help facilitate learning within and outside the classroom

The Role of the Librarian and Library Resources

The school Librarian collaborates with the Programme Coordinators and Language teachers to ensure that:

- A consistent application of MLA8 referencing, and citation is taught, and in accordance with the school's Academic Honesty Policy;
- The contents of the school library are reflective of our multilingual school community and parents are encouraged to help source texts from their home countries in order to support their child's mother tongue and language development;
- The school library has a developing collection of books in different languages. Students are encouraged to borrow books frequently to support language acquisition. These books are also accessed by the language teachers to support teaching and learning.

Professional Development

The school recognises that all teachers are responsible for the language development of students, so teachers will remain updated concerning language developments, by attending relevant professional development training, and by sharing their expertise with their colleagues through collaborative meetings.

Handwriting Procedures in the Primary Years Programme

When communicating ideas in writing, it is important that students use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated. It is vital that students can write quickly, comfortably and legibly, as it is a skill needed in all curriculum areas. Student's self-esteem is also heightened when they are able to take pride in their handwriting.

Aims

To teach correct letter formation and not to attempt joining before this is achieved. To develop a confident handwriting style that is clear, neat, legible and fluent. To take pride in the presentation of their work. To develop co-ordination and fine motor control. Use their skills with confidence in real life situations.

Organisation

Handwriting is a movement skill which has to be demonstrated by the teacher. The school has developed a complementary, integrated programme based on the Portuguese handwriting scheme together with the Charles Cripps handwriting scheme. The teacher of Portuguese will develop the Portuguese style of handwriting and the home-base teacher and language specialists will deliver the non-Portuguese version.

Handwriting is taught in a variety of ways:

- Whole group work;
- Small group work;
- Individual teaching.

During the course of their time, the children will be introduced to a range of knowledge, skills and understanding. It is crucial that sufficient attention is given to ensuring the correct starting point and direction of travel. Bad habits formed at this stage are much harder to correct later on. These are detailed as follows:

- Infants/Reception:
  o A range of pre-writing activities leading to mark making;
  o Practicing handwriting movements;
  o How to hold a pencil/pen;
  o To write from left to right and top to bottom of a page;
  o To start and finish letters correctly;
  o To accurately form letters of regular size and shape;
  o To put regular spaces between letters and words;
  o How to form lower and upper case letters;
  o To appreciate the importance of a good sitting position.
- Lower PYP: As above plus:
  o Practicing handwriting movements in a creative way i.e. decorative borders, pictures;

- o How to join letters and undertake cursive script with children who are ready;
- o The importance of clear and neat presentation, in order to communicate meaning effectively;
- o How to join letters with students who are ready.
- Upper PYP: As above plus:
  - o To write legibly in a joined style with increased fluency and speed;
  - o To use different forms of handwriting for different purposes and audiences.

Strategies for Teaching

Handwriting will be taught regularly, although this need not be taught in a discrete lesson. Teaching methods vary according to age and ability of a student, but may include formal handwriting books, board work, and/or worksheets to multi-sensory approaches e.g.:

- Finger in the air, finger on table, finger on backs,
- Marble runs Finger in the sand/other tactile materials;
- Children's own whiteboards;
- Rub out trays;
- Tracing Copying.

Allocation of time must be given to ensure correct letter recognition and formation.

Students will be taught an agreed, integrated style for both Portuguese and non-Portuguese.

Teachers and Teaching Assistants will demonstrate the school style wherever possible, addressing issues from assessment and observation. Staff must act as role models of appropriate script on the whiteboard, labels, marking, displays etc. In lessons, teachers will use a wide range of strategies including: direction demonstration modelling scaffolding explanation.

Provision for Left-Handed Students

At least 10% of the population are left-handed, the majority of whom are boys. The following points should be considered to support left-handed students particularly:

- Paper should be positioned to the left for right-handed children and to the right for left-handed children or slanted to suit the individual;
- Pencils should not be held too close to the point as this can interrupt their line of vision;
- Students should be positioned so that they can place their paper to their left side. Left-handed children should sit to the left of a right-handed child so that they are not competing for space, and so that their elbows don't bump;
- Extra practice with left-to-right exercises may well be necessary before children write left-to-right automatically;
- Letters which have a cross-stroke such as T, t and f will be formed slightly differently by left-handers, where the cross is formed right to left rather than left to right;
- Teachers should be alert to the fact that it can be difficult for left-handed children to follow handwriting movements when a right-handed teacher models them. If may help for teachers to demonstrate to left-handers on an individual or group basis, even if their resulting writing is not as neat.

Writing Materials and Resources

Infant/Reception

Students are encouraged to experience writing through using different materials – pens, pencils, paints, chalks, sand, dough and messy play. For younger students, thick, tripod pencils are used until fine motor skills are developed. Standard pencils and/or pens are introduced later. Initial handwriting skills will be taught by developing fine motor control to enable the students to strengthen the muscles needed to hold a pencil effectively. This is done through:

- Speed up activities;
- Using resources which develop a pincer movement e.g. using tweezers, threading beads and handling chopsticks;
- Using large equipment to make marks with e.g. chunky chalks and painting and drawing on the playground;
- Completing puzzles which require a small and controlled grip;
- Ensuring that there are a wide variety of resources for the children to access independently, both indoors and outdoors, which encourage the students to experiment with mark-making;

- Students are given opportunities to make large, free-flowing movements on large sheets of plain paper. As their motor skills become more refined, the size of their writing decreases;
- Handwriting books for writing practice may be given, along with standard pencils or pens;
- Teachers will use a variety of resources to support the teaching of handwriting such as: paintbrushes, thick and fine felt pens, large 'hand hugger' pencils, stubby crayons, chalk, sand trays, letter and number templates, pencils, coloured pencils, pencil grips, tracing cards, sewing cards, sandpaper letters, oil pastels, magnetic letters, handwriting books, guidelines, handwriting pens, handwriting paper.

Lower PYP

Students will write in pencil, with some high achievers progressing to pen. Considerations should include:

- A good sitting position with chair tucked in and correct posture;
- Correct pencil grip (tripod) Students who display specific difficulties with handwriting will have these addressed through interventions; such as slanted writing boards, rubber pencil grips, tactile resources, using alternative writing media etc. Individual cases may be referred to the AENCo where necessary.

Upper PYP

Students will work towards developing a cursive, fluent, joined handwriting style in pen, that is consistent in size. Students are encouraged to take pride in the presentation of their work.

Additional Educational Needs

Where required, students working below the level of expectation for the year group may receive; Support through a multi-sensory approach and activities to help skills develop. Individual I.E.P.'s to be written with targets for specific skills.

Monitoring/Assessment

Monitoring and Assessments are made on letter formation, orientation and style on a daily basis (i.e. regular informal assessments). Teachers use this formative assessment to inform their future planning. As part of writing assessments, targets should include action points for handwriting.

Handwriting Progression for PYP Students

International Sharing School aims to develop a clear, simple cursive style for students of all ages and abilities whilst recognising and supporting a variety of possible pre-learned styles.

Although the language of instruction is English throughout the school, there will be due respect and attention to the Portuguese style as the host nation and the "heart language" of the greater majority of the students. This will be carried out during the delivery of the daily Portuguese lessons.

Scheme of Work

Early Years

- mark-making;
- printed writing with correct pencil hold and correct formation/shape of letters in development with phonics.

PYP 1

- introduce cursive elements ie "ears" and "tails" on letters using correct formation, size, placement through phonics;
- single sounds, digraphs, blends - and key words.

PYP 2 and Onwards

- continuation of the above to develop a clear and flowing full cursive style, eventually leading to their own personal expression.

Letter families

1. c, e, o, a, g, d, q(u)
2. r, n, m, h, b, p
3. i, j, l, t, u, v, w, y
4. f, k, s, x, z

STUDENT ATTENDANCE

Five or more unjustified absences and/or less than 80% attendance is considered a failing condition.

Parents must request prior approval for a student absence, failure to receive approval will result in the student being registered with an unjustified absence.

Students are required to complete a Student Absence Form and submit to the relevant Programme Coordinator. Teachers are required to complete the form, and the information provided will assist the Programme Coordinator to make an informed decision.

In MYP, Summative Assessments can be only rescheduled with medical justification.

Online lessons are available to students starting on the 4th day of absence, when provided a medical justification.

HOLIDAYS

All teachers must follow the school calendar for public/national holidays and term breaks for Christmas, Easter, and Summer holidays.

STAFF SCHOOL HOURS

All staff are expected to:

- Be on school premises between the hours of 08:00 and 16:00;
- Attend the relevant meetings, as outlined in the Annual Meeting Schedule;
- Be present during relevant school community events;
- Attend every required academic meeting;
- Contribute to at least one After School Club according to their teaching hours;
- Be fully prepared and ready for the students in the morning:
  - All Tutors are expected to be in their classroom at least 10 minutes before registration starts;
  - All Teachers are expected to arrive at school at 8.00 and arrive to all lessons on time.

STAFF ABSENCE

The Administration recognizes that occasional absence may be necessary and acknowledges that, for academic staff, any absence has a direct impact on students and colleagues. As such, all efforts to minimize such impact should be made. Any absence during the working day, or during a scheduled in-service training, should be documented by the employee.

Absences must be requested by email at least 5 days before the known absence.

Approval must be received, otherwise, the absence will be considered unjustified. Teachers must ensure that cover work is provided for the students/missing lessons and the work given in advance to the relevant Programme Coordinator.

In case of illness, please contact the relevant Programme Coordinator as early as possible.

By law, all absences are subject to an automatic deduction on monthly salary.

Absences NOT subject to deduction (justified absences, for which a leave of absence form has been completed, approved, and any necessary documentation provided):

- Twenty consecutive days following the death of a husband, wife, son, daughter, step-son and step-daughter;
- Five consecutive days following the death of mother, father, father-in-law and mother-in-law;
- Two consecutive days following the death of a co-habiting member of the family, or someone who lives in your house. This also applies to grandparents, grandchildren, siblings and brothers and sisters in law;
- One day for a funeral of any other person not covered under the above;
- Fifteen consecutive days for the staff member's own wedding;
- An emergency e.g., sudden illness of a family member (emergency situations with family members cannot exceed 15 days/year);
- A legal appointment e.g., appearance at court, police, military etc;
- Up to two interviews in Portugal and/or abroad, during the 9 months before the end of the contract;
- A medical appointment in the National Health system;
- Exams in school or university (the exam day itself and the previous day, up to a maximum of 4 days per subject per school year;
- Appointment in child's school for parent/teacher meeting (maximum 4 hours absence per term);
- Extraordinary situation such as cataclysm, flood, storm, or other natural disaster;
- Two days for blood donation by the employee;
- Activity in trade union or other legally recognized body which promotes employees' rights.

Documentation is required to support a request of this nature, and permission is at the discretion of the relevant Programme Coordinator.

Absences which are classified as justified if documentation is submitted but are not paid by the employer:
- Sabbatical leave;
- Illness;
- Maternity;
- Paternity;
- Work accident;
- Emergency family support exceeding 15 days per year;
- Any unexplained absence during normal working hours will be unpaid.

LINES OF COMMUNICATION

The following channel of communication should be used if parents have questions or concerns:

1. Class Teacher or Tutor: Appointments can be arranged personally, by email or via the school Office;
2. Programme Coordinator: Concerns that cannot be resolved through a meeting with the Class Teacher/Tutor, or questions of a more general nature concerning the operation of the school and its programmes may be discussed with the specific Programme Coordinator. Appointments can be arranged personally, by email or via the school Office;
3. Principal/Board: If a policy problem cannot be resolved after a meeting with the Programme Coordinator, it may be referred to the Principal and/or the Board. Appointments can be arranged personally, by email or via the school Office.

We have staff available to support you in different needed areas:

- Mrs Délia Nunes is our accountant, he will help you with everything regarding social security, taxes and contracts.
- Any student concern, please go first to the Classroom Teacher/Tutor and if the concern can't be clarified, please go to the Programme Coordinator.
- The SEN department will be available to support you. Please contact Ms Marta Ferreira to request assistance.

LANGUAGE OF COMMUNICATION

While International Sharing School respects and encourages the host country language and the varied mother-tongues of our students and parents, the English language is the language of instruction of the school and the official language of communication with the whole school community.

SMOKE FREE CAMPUS

International Sharing School is a smoke-free campus. Smoking and all tobacco products are banned for everybody in or on all school facilities and property.

This includes a ban on smoking in the transportation used to transport faculty and students on field trips or other school events.

EVACUATION PROCEDURES

The Office Staff are the official Safety Delegates. In case of an Evacuation, please follow their instructions promptly and swiftly without panicking nor running.

Fire

Please ensure that you know where the fire extinguishers are located in the buildings and familiar with their use, following training.

When you hear the alarm:

- If you are a member of the non-teaching staff or if you are a teacher who is not in a lesson you should leave the building by the nearest exit and make your way to the meeting point;
- If you are in charge of students when the alarm sounds, you should ensure that the students in your care leave the building by the nearest exit in a quiet orderly manner, close the windows and doors of your room then accompany your class, in silence, to the meeting point where they will line up by Tutor group, in alphabetical order;
- The Safety Delegates should take up their position at the meeting point;
- Tutors are responsible for checking that all students are present by using the emergency class list available in the classroom and confirm to the Safety Delegate that all students in their group have been accounted for;
- If you have a student missing, you <u>DO NOT</u> go and search for them, nor do you send someone, you must inform the Safety Delegate;
- Tutors should stay with their students and ensure that they await instructions in a quiet, orderly fashion;
- Teachers must congregate together in an allocated area, in alphabetical order by first name;
- Visitors should assemble together at the meeting point.

The meeting point is at the football pitch. Please ensure that you know where the meeting point is located.

Essential points during an evacuation of the building:

- The buildings must be cleared in an orderly fashion as quickly and quietly as possible (no running);

- The staff responsible for checking the building should ensure the building is evacuated;
- Those taking registers must act as quickly as possible at the meeting point in order to provide information about the status of students, staff and visitors;
- Under no circumstance should anyone attempt to re-enter any building until the all-clear has been given by the fire brigade;
- Everyone must wait for instructions in an orderly fashion, in silence;
- Once the fire brigade has arrived and the nature and location of the fire has been ascertained, it may be possible to enter the building. This decision will be taken by the fire brigade.

Earthquake

Once you hear the earthquake alarm you will guide your student to follow the "Drop, Cover, and Hold On" procedure, a quake-safe action designed to protect all students and staff and prevent injuries from falling furniture and flying objects that can become projectiles during ground shaking. Hold on to furniture legs if furniture moves. If outside, move away from buildings. To demonstrate control of the situation, teachers might consider counting very loudly over the noise of the earthquake (most earthquakes last for 4 to 30 seconds, a very large earthquake might last 60 second). Ensure mobility impaired students are moved to safety spot, for example the doorway.

After the earthquake:

- Under no circumstance should anyone attempt to leave the building until the all-clear has been given. Everyone must wait in silence;
- Once the evacuation order has been given, take students out of building to the meeting point;
- Request assistance from Evacuation Team for mobility impaired students if necessary;
- Get first aid or other help to students who need it;

- Check that all students are present;
- Calm frightened students.

STAFF LUNCH

Staff wishing to bring their own lunch may reheat their food using the microwaves available in the staff room.

STUDENT LUNCH

Students may choose to have lunch and snacks from the school canteen, where meals are provided by an external partner, or to bring their lunch and snacks from home.

Students are not permitted to eat in the classrooms and along the corridors.

ASSEMBLIES

PYP weekly assemblies will take place every Monday morning. Each Grade level is required to organise and present at least one assembly every six weeks.

MYP assemblies will take place monthly or as advised.

FIELDTRIPS

All fieldtrips must be requested in advance to the Programme Coordinator and full approval received before initiating any activity.

AFTER-SCHOOL CLUBS

All teachers are encouraged to lead an After School Club. Staff should notify the relevant Programme Coordinator of the Club they would like to lead.

LOST AND FOUND

International Sharing School is a secure campus and a caring, principled community. Students are expected to take due care of their belongings and not leave valuable items unattended, as this is inviting the potential for things to go missing. If a student misplaces an item, they should check at the school Office.

SCHOOL DOCUMENTATION

All school documentation such as policies, handbooks, forms, curriculum, among others is stored using the Office 365 account:

https://sharingschools-my.sharepoint.com/personal/ict_madeira_sharingschool_org/_layouts/15/onedrive.aspx?ga=1&id=%2Fpersonal%2Fict%5Fmadeira%5Fsharingschool%5Forg%2FDocuments%2FMAIN

MYP 4, 5 and DP STUDENTS

The students in MYP 4, 5 and Diploma are required to make option choices. If a student is wishing to change a subject choice, they are required to meet with the Programme Coordinator to request approval.

CURRICULUM MANAGEMENT

ManageBac is the school's educational management system. All teachers are expected to create Units of Inquiry clearly outlining the task, objectives, assessment criteria and upload student tasks, deadlines and provide regular feedback and communication with students and parents via the ManageBac system.

For all other curricula documentation, planning and organization, documents must be stored on the Office 365 account.

For all MYP curricula documentation, MYP ePortfolio and DP Internal Assessment samples, file naming system must be adhered to.

PROFESSIONAL DEVELOPMENT

All teaching staff are eligible for professional development, in accordance with IB curriculum review cycles and school internal annual Staff Appraisal process.

The Programme Coordinator is responsible for overseeing the allocation for professional development training, and to inform staff.

If a teacher wishes to request a specific professional development training, they should contact their Program Coordinator.

REQUEST FOR RESOURCES

All staff are expected to complete an Order Form to request resources. Order forms should be submitted to the relevant Programme Coordinator.

SCHOOL POLICIES

International Sharing School has a set of school policies that serve the purpose of establishing expectations for specific behaviour and norms within our school. Our school policies have been developed and put in place to guide the day-to-day functioning of our school as well as to make it safe and an effective environment for learning.

All staff is required to be familiar with the abovementioned policies. Policies will be collaboratively reviewed and updated on yearly basis.

All staff are required to be familiar with the full content of this handbook.

School policy documentation can be publicly accessed through:
www.sharingschool.org/admissions/school-documents

Appendix 1

RELATIONSHIPS WITH STUDENTS OUTSIDE OF WORK DECLARATION

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee Name: _____

Student's Name: _____

Relationship: _____

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student(s) outside of school I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable;
- I do not, at any point, tutor a child that is my students;
- I emphasise to parents that this is done completely independently of the school;
- Exchange of financial compensation will not, at any point, come through the school, neither informally (e.g. via the student) or formally;
- No private tutoring is to take place on the school premises unless authorised by the Programme Coordinator or Principal.

I confirm that if these circumstances change at any time, I will complete a new form to ensure the school are aware of any relationships.

Signed _____ Date _____/_____/_____

Once completed, signed and dated, please return this form to your Programme Coordinator.

Appendix 2

CONFIRMATION OF COMPLIANCE

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Signed _____ Date _____/_____/_____

Once completed, signed and dated, please return this form to your Programme Coordinator.

Appendix 3

ACCIDENT REPORTS

Injured Student's Name: _____

Date of Incident: _____/_____/_____ Time: _____:_____

Injured Student's Parents

Mother: _____

Father: _____

School Site: ___International Sharing School_____

Location of Campus where accident occurred: _____

Describe what happened: _____

_____

_____

_____

Describe Injury: _____

_____

_____

School Employees or volunteers who witnessed incident:

Name: _____ Position: _____

Medical Response

Was medical attention needed or provided? Yes ☐ No ☐

First Aid Given: Yes ☐ No ☐   Ambulance Yes ☐ No ☐

112 called? Yes ☐ No ☐

Other Witness Contact Information

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Appendix 4

ACADEMIC HONESTY CONTRACT

Appendix 5

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SUBJECT OPTION FORM
MYP 1 to 3

Student name: _____ Grade: ____

Compulsory Subjects: All students will study the following subjects:

1. English: Language and Literature or Language Acquisition
ISS reserves the right to assign a student to Language Acquisition English following internal assessment

2. Portuguese*: Language and Literature or Language Acquisition
ISS reserves the right to assign a student to Language Acquisition Portuguese following internal assessment

3. Individuals and Societies

4. Integrated Sciences

5. Mathematics

6. Arts (visual arts, performing arts)

7. Physical and Health Education

8. Design

9. Multi-languages*: Language Acquisition and Culture – Mandarin, Russian

*non-eligible languages for MYP exam

Options: Students to choose ONE subject

Language Acquisition: French ☐   OR   Spanish ☐   OR   German ☐

Parent's name: _____
Parent's signature: _____ Date: _____

International Sharing School

Caminho dos Saltos, 6 - 9050-219 Funchal l +351 291 773 218
www.sharingschool.org l www.facebook.com/sharingschoolmadeira

Appendix 6

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SUBJECT OPTION FORM
MYP 4 and 5

Student name: _____ Grade: _____

Compulsory Subjects: All students will study the following subjects:

1. English: Language and Literature or Language Acquisition
ISS reserves the right to assign a student to Language Acquisition English following internal assessment

2. Portuguese*: Language and Literature or Language Acquisition
ISS reserves the right to assign a student to Language Acquisition Portuguese following internal assessment

3. Individuals and Societies

4. Integrated Sciences

5. Mathematics

6. Physical and Health Education

7. Design

8. Multi-languages*: Language Acquisition and Culture – Mandarin, Russian

*non-eligible languages for MYP exam

Options: Students to choose ONE subject

Language Acquisition: French ☐   OR   Spanish ☐   OR German ☐

Arts: Visual arts ☐ OR   Performing arts ☐

Parent's name: _____
Parent's signature: _____ Date: _____

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Appendix 7

DP Options

Appendix 8

STUDENTS USE OF MOBILE PHONE AND MESSAGING DEVICES PERMISSION FORM

I, the student, understand that the digital device I bring from home is only for educational purposes when I am at school. When I use the device I bring from home, I know that I will follow the guidelines given by my teacher.

I, the student, understand that I will only use my device in my classroom when my teacher directs me to do so. I will not carry the device with me to places outside of the school unless required to do so by my teacher. Except for when my teacher has directed me to use my device, it will be powered off and stored in my locker.

I, the parent, understand that International Sharing Schools is requesting my child to bring their laptop/tablet to school as a learning tool in the classroom. I understand that it is my child's responsibility to care for this item. I also understand that International Sharing School is not responsible for any items which are lost, stolen, or broken.

I, the parent, have discussed this permission form with my child and my child understands and agrees to follow it.

I, the parent, give my child permission to bring the following digital device to school for educational purposes:

Student's Signature _____ Date _____/_____/_____

Parent's Signature _____ Date _____/_____/_____

Tutor's Signature _____ Date _____/_____/_____

Once completed, signed and dated, please return this form to your Programme Coordinator.

Appendix 9

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