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# Year 7 to 13 Parent & Student Handbook

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An introduction to Year 7 to 13 at  
St John's International School,  
Sidmouth

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September 2014

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*The School Office will be open between 8.00am and 5.00pm term time and 9.00am and 4.00pm during the school holidays. At other times, a message can be left on the answer phone.*



**ST JOHN'S**  
INTERNATIONAL SCHOOL  

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**SIDMOUTH UK**

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### 3. Aims and Ethos of the School

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The IES Mission is to provide excellence in education with an international perspective. As part of the IES group, St John's International School promotes the development of young people who will have the capacity to contribute pro-actively to the ongoing work towards a better world.

Through dynamic programmes, St John's International School will strive to develop leaders for the future who are collaborative, communicative, enquiring, respectful and creative individuals with a passion for lifelong learning. Our students will be encouraged to integrate effectively in the local, national and international communities through the diverse opportunities afforded them.

- *In addition, the School also aims to:*
- *Support and develop students' ability and potential across all aspects of their learning, be it academic, sporting or artistic.*
- *Allow students to explore moral and spiritual issues in a respectful and reflective manner.*
- *Provide co-educational education for both boarding and day students.*
- *Provide excellence in all that students do.*
- *Create a safe environment where students can flourish in a caring, healthy and happy setting.*
- *Give quick, clear and constructive communication to our parent body and other involved parties.*
- *Provide opportunities for students to become confident, skilled and knowledgeable in a wide variety of situations.*
- *Provide an environment where respect for other people from all cultures is paramount to our daily life.*

## 4. Teaching Staff

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### SENIOR SCHOOL

- **Mrs A Beament** (Art and Design Technology, Years 3-13)
- **Mr M Blair** (Drama & Performing Arts)
- **Mr M Burgess** (Deputy Head, Business Studies and Maths)
- **Mrs S Chamberlain-Keen** (Geography, Food & Nutrition)
- **Mrs V Crick** (English as an additional or second language)
- **Mr J Gosse** (Humanities Co-ordinator, Geography, History and Global Perspectives)
- **Miss J Harvey-Jones** (English & Humanities)
- **Mrs J Innes-Kruger** (Senior School Curriculum Co-ordinator, Examinations Officer, English and RS)
- **Ms K Larby** (English as an additional or second language and RS)
- **Miss J Lee** (Girls' Games)
- **Mrs V Maltby** (Russian as a First or Foreign Language)
- **Miss C McDonald** (Head of Sixth Form and ICT and Science Co-ordinator)
- **Mrs Z Rees** (Mandarin as a First or Foreign Language)
- **Mrs A Searle** (KS4 Co-ord and Mathematics)
- **Mr G Sandell** (Director of Music and ISC Humanities)
- **Mr E Smith** (Languages)
- **Mr R Tasker** (Housemaster and Boys' Games)
- **Miss M Tessier** (French)
- **Mrs M Van der Giezen** (Chemistry, Food & Nutrition and CAS Co-ordinator)
- **Mrs E Wrigley** (Art & DT Years 3-13)

### VISITING TEACHERS

- **Mrs M McWilliams** (Singing & Piano)
- **Ms P Bass** (Woodwind)
- **Ms M Hiley Dip RCM (Percussion)**
- **Mr J Wingate** (Tennis)
- **Mrs C Hardy** (Brass)
- **Mr M Foster** (Piano/Violin)
- **Mr H Bonadie** (Guitar)

### ADMINISTRATIVE STAFF

- Director of Admissions: **Mrs J Mason**
- Marketing: **Mrs L Mayor**
- Finance Officer: **Mrs D Hall**
- School Secretary: **Ms S King**
- Admin Assistant: **Mrs A Anjo**
- Matrons: **Ms S Rowe**  
**Miss C Woods**
- Maintenance: **Mr A French, Mr C Horn,**
- Transport Manager: **Mr P Conium**
- Drivers: **Mr A King, Mr A Bannon, Mr S Cronley**
- Catering: **Mrs V Palmer, Mr M Wallis**

## 5. Arrival at School, Absence and Timetable

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### **Morning Arrival at School**

- 8.00am: Students may arrive at school, make their way to the Alison Foster Library where they will be supervised
- 8.15am: Students go to classrooms
- 8.25am: Registration in Tutor groups

Students are to enter school through the patio doors. Mobile phones must be handed in to the School Office before Registration. The doors onto the patio will be locked from 8:25am. Parents are welcome to enjoy a cup of tea or coffee in the dining room between 8.15 and 8.45am.

### **Late Arrivals**

Students who arrive at school after 8.25am must go straight to the School Office to register. Registers will then be updated. These will be reflected on the end of term reports as 'late' arrivals.

### **Absence**

If a student is absent for illness, the school should be notified immediately (8:25 at the latest). An explanatory note or email from the parents or guardian, addressed to the Tutor is essential and is kept on file. This is a legal requirement. The School Secretary should also be advised.

We actively discourage parents from withdrawing their student for holiday travel or extended breaks in term time. In unavoidable circumstances, parents should write directly to the Headmaster to seek permission. Requests need to be made in good time to avoid students missing essential assessments, fieldwork or other key activities. Requests will not necessarily be authorised.

It is the student's responsibility to ensure that any missing work is done in the event of any absence.

When parents elect to take their student out of School during term time, teachers are not expected to provide work and student may need to complete missed work in their own time upon return to School.

Sixth Form students (only) are permitted to leave School during the day - provided they attend am and pm registrations as well as all lessons and tutorials.

### **Absence during Assessments and Examinations**

Students are expected to be in School when assessments take place and to complete them to the best of their ability. Naturally, regulations regarding assessments are more stringent the older the student is, and the closer they are to being entered for external public examinations, such as IGCSE or A Levels.

## 5. Arrival at School, Absence and Timetable

Once students have been entered for external examinations, they have to comply with regulations set by the Examination Board. Generally, students are expected to write the examinations, even if they are ill or injured. The School will apply for 'special consideration' in these instances. Being absent on the day of the exam or arriving late, due to oversleeping or misreading the timetable, will not qualify for special consideration. Examination fees are not refunded if a student is absent from the examination. Charges (for example towards the cost of invigilation) may be incurred if missed assessments need to be rescheduled.

### Bus Transport (routes and costs per child)

In order to book transport for your child, please complete the Bus Transport form, available from the Secretary's office.

	Pick up/Drop off points	Morning	Evening
<b>Route 1</b>	Axminster Flax Meadow	07.10	18.15
	Royal Oak Cross	07.25	18.00
	Shute Pillars	07.35	17.50
	Whitford	07.40	17.45
	Colyton Ceramtec	07.45	17.40
	Colyford Woodman's Stoup	07.50	17.30
	Branscombe Cross		17.25
	Sidmouth Carslake Close	08.10	17.20
<b>Route 2</b>	Exeter Gras Lawn	07.20	18.05
	Topsham Quay	07.35	17.50
	Exmouth Seafront	07.50	17.35
	Newton Poppleford	08.05	17.20
	Sidford	08.10	17.15
<b>Route 3</b>	Honiton Tesco	07.30	18.10
	Honiton Station	07.35	18.05
	Farway	07.50	17.50
	Northleigh	07.55	17.45
	Sidbury	08.10	17.30
	Sidford Rising Sun		17.20

### Costs

Anyone wishing to use school transport to get from a pick-up point to school or back again will be charged at 31p per mile. The bus driver will record the bus usage on an individual basis to enable accurate charges to be levied at the end of term. Distance is calculated using Google Maps using the most direct route. All routes to and from school are capped at a maximum distance of 12 miles.

# 5. Timetable

## Timetable

All Class Timetables can be found online at <http://sjs.edupage.org/timetable>.  
A sample timetable is shown below.

## Year 8

		St John's International School, Broadway, Sidmouth																		
		Tutor		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
		8:25	8:45	8:15	9:45	9:45	10:15	10:45	11:15	11:45	11:45	12:15	12:45	13:15	13:45	14:30	15:00	15:30	16:15	
		8:40	9:15	9:45	10:15	10:45	11:15	11:45	12:15	12:45	13:15	13:45	14:00	14:30	14:30	15:00	15:30	16:10	17:00	
Mo	Tut&Reg <sup>9</sup>	Sci	His	Geo	PE	L	Out	Out	Out	Eng	Maths	Prep	Club	Club	Club	Club	Club	Club	Club	Club
	Tut&Reg <sup>3a</sup>	Sci	His	Geo	PE	L	Out	Out	Out	Eng	Maths	Prep	Club	Club	Club	Club	Club	Club	Club	Club
Tu	Tut&Reg <sup>9</sup>	Assem	Maths	Sp	RS	L	Out	Out	Out	Food/DT	Food/DT	Prep	Club	Club	Club	Club	Club	Club	Club	Club
	Tut&Reg <sup>3a</sup>	Assem	Maths	Sp	RS	L	Out	Out	Out	Food/DT	Food/DT	Prep	Club	Club	Club	Club	Club	Club	Club	Club
We	Tut&Reg <sup>9</sup>	Sci	ICT	Eng	Sp	L	Out	Out	Out	PE	PE	Prep	Club	Club	Club	Club	Club	Club	Club	Club
	Tut&Reg <sup>3a</sup>	Sci	ICT	Eng	Sp	L	Out	Out	Out	PE	PE	Prep	Club	Club	Club	Club	Club	Club	Club	Club
Th	Tut&Reg <sup>9</sup>	Eng	PE	Maths	PSHE	Out	Out	Out	Out	Art	Art	Prep	Club	Club	Club	Club	Club	Club	Club	Club
	Tut&Reg <sup>3a</sup>	Eng	PE	Maths	PSHE	Out	Out	Out	Out	Art	Art	Prep	Club	Club	Club	Club	Club	Club	Club	Club
Fr	Tut&Reg <sup>9</sup>	Assem	Maths	Mus	Sp	Out	Out	Out	Out	Sp	Sp	Out	Out	Out	His	Dra	OH	OH	OH	OH
	Tut&Reg <sup>3a</sup>	Assem	Maths	Mus	Sp	Out	Out	Out	Out	Sp	Sp	Out	Out	Out	His	Dra	OH	OH	OH	OH

aSc Timetables

## 6. Collection Arrangements

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### **End of day collection arrangements**

The School day ends at 17.00 (Monday to Thursday) and 16.00 on Fridays. At that time, any students travelling home by school bus congregate in the chapel. A member of staff will escort all students travelling home by school bus to the bus.

Years 7-9 meet their parents on the patio and students in Year 10 and above need to sign out on the top corridor before leaving.

It is assumed that all students will be collected by a parent or guardian unless otherwise informed. Please advise us of any changes to your child's collection arrangements. If it is raining, students will be advised to go straight to the car park. Alternatively, parents can wait in the outdoor classroom.

### **Collection of Students during the School Day**

Should it become necessary to collect your child from school before the end of the school day, please notify the School Office, giving as much notice as possible. Your child's Tutor will be informed and they should be collected from the School Office and signed out.

### **Collection of a sick student**

Any student who is being collected due to illness will be waiting in Matron's Room and will need to be signed out when collected.

### **Late Collection at the End of the Day**

Please advise the School Office if you know you will be delayed. Messages will be passed on to the member of staff on duty and it is often reassuring for a child to know the reason for the delay or that a message has been received. Students will go to Matron. Charges will be placed on your end of term invoice.

### **Collection from an After School Activity**

Parents will be advised where to collect your children, depending on where the club takes place. All clubs will start in the first full week of term and finish the week prior to the end of term. Signing up for a School Club is a commitment for the term and students are expected to attend. However, School clubs are a privilege and not a right. Should a student not show appropriate behaviour or commitment, they might be excluded from the activity for the remainder of the term.

Parents must report to the Secretary's Office when collecting a child outside of normal collection times and must ensure that the child has been signed out.



## 7. Welfare, Behaviour, Tutor & House System, Safeguarding Students

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### **Tutor System**

Throughout SJIS students are placed under the direct care of a Tutor. In the Senior School, tutor groups are organised according to Houses. Each tutor group is managed by a small team of staff, with one teacher designated as the House Tutor. This Tutor has the prime responsibility for monitoring academic and personal progress and the welfare of each student in his or her group. He or she is the main point of contact between school and home. Any communication about your child should start by contacting their House Tutor.

Each student is allocated to a House on arrival at SJIS and should remain in that House throughout their school career. The house system fosters participation in the extra-curricular aspects of school life and provides a valuable element of continuity and community within the pastoral system.

### **Deputy Head**

The Deputy Head has overall responsibility for student discipline and welfare and for leading the pastoral aspects of school life. The Deputy Head is the designated officer responsible for the safeguarding of students.

### **Pastoral Care**

All staff are available to speak to parents. Do make use of the staff email list available at the start of each year, to make contact with a staff member, or call the School to arrange an appointment. Please note that staff cannot leave a group of students to talk with parents on an ad hoc basis.

Concerns about day-to-day administration, morale, extra-curricular activities or work should be addressed to the Form Tutor. Parents/Guardians of boarding students should contact the Housemaster or Matron about boarding matters in the first instance. The Headmaster or Deputy Headmaster should be informed of any major change in family circumstances. Tutor contact details for this academic year are as follows:

Red - St Peter's	Mr Gosse (supported by Ms Tessier & Mr Smith)
Yellow - St Catherine's	Mrs Van der Giezen (supported by Mrs Crick & Mr Blair)
Blue - Founders'	Miss Lee (supported by Mrs Chamberlain-Keen)
Green - St Paul's	Miss Larby (supported by Mrs Beament & Mr Webster)

Students are additionally supported by Year Group Co-ordinators (see below), the House Master, Boarding Staff and the Deputy Headmaster.

<b>Year 7-9</b>	<b>Mr Sandell</b>
<b>Year 10-11</b>	<b>Mrs Searle</b>
<b>Year 12-13</b>	<b>Miss McDonald</b>

### **Academic Matters**

Academic concerns can also be taken directly to the teacher concerned. If in doubt as to who to contact, it may be prudent to speak to your child's Tutor first. Mrs Innes-Kruger is the academic co-ordinator for Y7-13 as well as the examinations officer. She can be contacted with any academic concerns, including options and exam entries.

## 7. Welfare, Behaviour, House System, Safeguarding Students cont'd.

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Medical concerns can be directed to the Matron on duty, who is happy to discuss matters at any time. If it is decided that a student is not fit for lessons, the Matron will contact the parent or guardian and request that the student be collected. (Boarders may be placed in the dispensary or sent to bed.) If a student requires hospitalisation, they will be taken by ambulance or by other means of transport and will be escorted by a member of staff. Parents will be notified as soon as possible and the escort will stay at the hospital until he or she is relieved of duty of care by a parent, guardian or member of the boarding staff.

All students can take any questions or problems to their Tutor or to any member of staff. All staff have relevant Safeguarding and First Aid training.

### **House Captains and School Council Representatives**

Elected and nominated students help in various formal and informal situations, supporting staff and students to promote the SJIS code of conduct and to be good role models. In the tutor system there are a broad range of opportunities for students to foster leadership and communication skills.

The School Council represents the student voice and provides an opportunity for discussion about school related issues. Nominated or elected students represent each year group as well as day and boarding students. It is a function of the School Council to initiate change and to help promote an enjoyable and positive ethos and working environment.

Prefects are also nominated from the students in Year 11 and above and apply for particular areas of responsibility, such as Junior School liaison, sport, charity etc.

### **Safeguarding – Safety and Welfare of our Students**

The School is committed to the welfare, protection and safekeeping of your child. Your child has a fundamental right to be protected from harm and from all forms of abuse and exploitation and should feel safe and secure at school.

It is the aim of the school to act in your child's best interests and we will always encourage the fullest possible involvement and consultation with parents.

If your child has any concerns about their safety and welfare, they can raise these issues with the safeguarding officer or any member of staff. Their concerns will be taken seriously and they will be encouraged to talk and they will be listened to. The School's safeguarding officer is the Deputy Head who may be contacted by any students during the school day.

### **Independent Listener**

Any student (whether a boarder or day student) who would like to talk to a counsellor or independent listener, in complete confidence, may approach any member of staff for assistance in making an appointment. Meeting with a counsellor is entirely voluntary and no student is compelled to attend.

These sessions may incur a cost for parents.

## 7. Welfare, Behaviour, House System, Safeguarding Students cont'd.

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### School Behaviour – General Principles

#### SJIS Code

The highest standard of behaviour is expected from all students. Care and concern for the individual is paramount in all matters. Antisocial behaviour is not tolerated. Courtesy and respect for other people and their property is to be shown at all times.

In order to work together at SJIS, students should:

- **Respect other people, show care and consideration**
- **Dress smartly**
- **Keep rooms and areas tidy and litter free**
- **Behave in an orderly and safe way**
- **Listen when others speak**
- **Always aim for high standards in all that they do**
- **Always support and encourage the efforts of others**

At SJIS, behaviour is based on the principle of RESPECT:

- R Recognition and rewards**  
SJIS promotes good behaviour through a system of recognition and reward.
- E Environment**  
We want to work in a school that is clean, pleasant and safe.
- S Self-Discipline**  
We should take responsibility for our behaviour, appearance, organisation and belongings.
- P Partnership**  
There is a strong partnership between home, school and the community and between our international friends.
- E Expectations**  
SJIS has a high expectation of all its students and will provide a challenging, relevant, appropriate and interesting curriculum.
- C Consistency**  
All students will be treated fairly. Rules and sanctions will be used clearly and consistently.
- T Treat others as you would be treated**  
Treat one another with politeness, courtesy and respect.

## 8. Praise, Rewards and Sanctions Policy

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### **Praise, Rewards and Sanctions Policy**

#### ***Rationale***

It is the responsibility of all teaching staff to ensure that the school's praise, rewards and sanctions policy is applied fairly and consistently, without regard to race, gender or seniority and should be consistent from person to person and from occasion to occasion as far as is possible given that each case is reviewed on its merits.

It cannot be overstated that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of students is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between students and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the students' academic and social goals.

#### ***Praise and Rewards***

It is important that praise and rewards should always outnumber sanctions and that praise for good work or behaviour should be given as often as possible. Praise should always be given in equal measure to all students and we fully support the idea of 'intrinsic motivation' where students should be encouraged to succeed 'for their own sake' rather than necessarily for any tangible reward.

Praise and reward should be expressed by:

1. Verbal and written means
2. House Points (see new rewards system below)
3. Work put on display
4. Letters, phone calls and text messages to parents
5. High grades on reports
6. Comments made in the written report to parents
7. Certificates presented in Celebration Assemblies
8. House Cup awarded at Speech Day
9. Individual prizes awarded at Speech Day
10. Sports Colours
11. Music certificates

#### ***New House Point Rewards System***

From September 2013 a new system of praise and rewards comes into effect replacing the existing house points and token system:

Each student is given a house coloured card bearing their name and a grid containing ten boxes. Subject teachers sign one, two or three boxes depending on the merit of each students' work (three seen as a maximum for any piece of work). Completed cards go to the Deputy Head and are placed into a draw. At the end of each half term (during celebration assembly) three cards are drawn out and three prizes awarded (in descending amounts). Suggested prizes include iTunes vouchers or other shop vouchers.

## 8. Praise, Rewards and Sanctions Policy

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The benefits of this system are as follows;

- Less work for form tutors who no longer need to count house points weekly
- Material rewards will override peer group pressure not to collect house points
- All students can potentially win the top prizes regardless of their academic ability
- The rewards are meaningful for students. Although this system appeals to students' materialism, evidence suggests that this actually works and has a positive effect on school work.
- Students completing the most cards (gaining the most house points) can also be praised for their endeavours separately.

### ***Letters Phone Calls and Text Messages***

Letters are seen as a positive and discrete way to praise students for their work and conduct. Each department will be responsible for creating their own letter template and sending letters of commendation (or department certificates) home to parents at their discretion. If departments choose to, they may do this at the end of each half term.

Members of the Senior Leadership Team may also send similar letters of commendation home to parents at their discretion to praise work, academic achievement or any other aspect of a student's progress. Phone calls or text messages may be used in a similar way.

### ***Colours***

School Colours are awarded to children who have excelled and shown great commitment in sport. Children are given a special school tie which they may wear. These awards are made entirely at the discretion of the PE Department.

### ***Music Awards***

The school operates its own music certification scheme as well as the standard grade exams which the children are encouraged to take. Many opportunities are provided for all musicians to perform in assemblies and on other occasions, promoting the value of music within the School.

### ***Speech Day and Prize Giving***

A number of academic, sporting, musical and community-based prizes are awarded annually at Speech Day in July of each year. Subject teachers and other boarding staff all participate in the selection of students for these awards and meetings are held where consensus is reached.

## 8. Praise, Rewards and Sanctions Policy

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### Sanctions

At St John's we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

High standards of behaviour and a good attitude towards peers, school staff and the whole learning process are expected at all times. A combined effort from all members of staff should result in maintaining and even strengthening these standards of behaviour. With a consistent approach by all members of staff, students will more readily meet the targets set. The children should not mistake our family approach as being too casual and relaxed that they become over familiar with any members of staff. Staff should never turn a 'blind eye' to any incident which deserves recognition; a quiet word is often more effective than a raised voice. We handle issues of behaviour in ways appropriate to a child's stage of development and level of understanding. Therefore the policy in our EYFS will differ from the PYP and again from the Senior School.

In the Senior School we believe that:

- Sanctions must always be reasonable, never cruel or humiliating.
- Sanctions should never breed resentment
- Collective punishments should be avoided
- Suspicion should never be punished
- Public denouncement is destructive
- Where possible, the punishment should fit the crime (if a student draws on a desk, they should be made to clean the desk)
- Punishments for poor behaviour should not involve written work related to particular subjects (essay writing may undermine the English Department etc.)
- Punishments, where possible, should emphasise the idea of 'community' and how one's actions can be harmful to the school community

### Staff Responsible

In all situations, it is primarily the duty of the teacher present to deal with poor behaviour or conduct before passing the matter on to form teachers or Key Stage Leaders. Invariably, the vast majority of incidents can be dealt with 'on the spot' and staff are encouraged to use their own discretion to implement an appropriate sanction.

*Immediate sanctions would include:*

- Moving a student to another area of the classroom.
- Written or verbal apologies
- Loss of a lunchtime break to complete work unfinished in the lesson or for prep (subject teacher detention, discretionary)
- Any appropriate task, preferably community based

## 8. Praise, Rewards and Sanctions Policy

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*Longer Term Sanctions would include:*

- Formal detention (with Key Stage Leaders)
- Report book (issued by the Key Stage Leader. Parents would be notified of this)
- Removal from lessons for a short time (supervised by another member of staff)
- Removal from teams or other activities ( such as boarding outings)
- Assistance in regular duties or tasks given by colleagues.

*Serious Sanctions would involve:*

- Reporting to Key Stage Leader/Deputy Head/Head Teacher
- Meetings with parents

*Final Sanctions would include:*

- Headmaster and Board of Trustees to decide final sanctions

### **Informing Parents by Letters and Phone Calls**

Parents will be informed at all times about continued behaviour or work related issues (not just an isolated incident). In the first instance, Subject Teachers will contact parents about individual subject concerns, with Form Tutors and Key Stage Leaders only becoming involved for more persistent problems.

In the first instance, Subject Teachers will telephone home to discuss any work or behaviour concerns (eg. prep hasn't been completed on several occasions). If problems become more persistent, a department letter (checked by the Key Stage Leader) may be sent to highlight any issues. At this stage, Key Stage Leaders may need to intervene if similar problems exist in other subjects and take appropriate action.

Parents' evenings and written reports should not be the first time parents have been informed about ongoing concerns and it is the duty of all staff to keep parents up to date.

## 8. Reporting and assessment

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### **Independent Study/Homework/Prep**

Independent study is necessary and important. Any work set to be completed independently (or in small groups) must be handed in on time.

Students' planners are designed to help plan prep and keep check to ensure it is up to date. The intention is that prep is completed on the first day it is set; it is easier to remember while it is still fresh in a student's mind. A student should find somewhere at home or in boarding that is as quiet as possible and complete their work as part of a routine.

The pace of our School day is demanding and there is the expectation that students will be able to work independently, whether at School or at home. Students should have their own work space which is clutter-free (and distraction free), well lit and quiet.

Students in Years 7-9 should spend at least an hour each school night working independently on tasks set by teachers. Students may have a supervised prep session in which to complete the bulk of their prep.

It is better to work in short, regular sessions rather than in one long session such as a Sunday evening or before school on Monday.

From Year 10 (the start of IGCSE courses) staff set work as is necessary and it is expected that at least two preps a week should be given per IGCSE subject and that may well result in two 'second preps' each day.

In Years 7-11 there is an increasing demand to do independent research, and time must be allowed for this in their "free" time.

All students are expected to have a book they are reading - whether issued by their English teacher, chosen from the library or on an e-reader. Reading widely is a sound foundation for academic success.

The amount of independent work expected in the Sixth Form is far greater. Effective study habits and self-discipline are essential.

Once students are entered for external examinations, generally from Year 11 (IGCSE), they must ensure that they are familiar with the assessment requirements and guidelines for each syllabus they are studying.



## 9. Reporting and Assessment

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### Reporting and Assessment

We follow a pattern of continuous assessment, where all aspects of learning are evaluated. Each student's progress is recorded and reported to parents each term. The report conveys information on the quality of the student's work in terms of concepts, skills, attitudes and values.

At regular intervals, students are required to review their own progress and to set targets and goals. Reports (reviewing general progress, attitudes to learning and student reflection and targets) are issued regularly in the course of the School year as well as two Full Academic Reports. Formal assessments take place regularly, as well as standardised tests and mock examinations benchmark students' achievement and progress.

Please ensure that the School has up-to-date email addresses where copies of reports need to be sent. Each student is issued with one report per reporting session. If more than one report is required, please ensure that your child's Tutor has all the necessary details. For example, if a student's parents are divorced, one copy of the report will be issued and both parents will be emailed a pdf copy.

There are regular opportunities to meet with teachers – either individually, such as parent-teacher evenings, or in general information sessions, such as those about subject choices for IGCSE or Sixth Form courses. Parents and guardians of boarders are able to email teachers at any time and if you are travelling to the UK, meetings can be arranged for the dates you will be at School, if enough notice is given. During the weeks in which parent/teacher meetings take place at school, boarders' parents and guardians are encouraged to arrange a telephone call or skype interview with the Form Tutor.

## 9. Reporting and Assessment

Grading: Performance Grades, Tests, Projects, Assessments etc	
Grade Band (+ and - are used to indicate progress within bands A-D in particular)	
A*	A <b>consistent and thorough</b> understanding and application of knowledge.
A	The student <b>generally</b> demonstrates originality and insight.
B	The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight
C	A <b>good general understanding</b> of the required knowledge and skills and the ability to apply them effectively in normal situations.
D	<b>Limited achievement</b> against most of the objectives, or clear difficulties in some areas.
E	<b>Very limited</b> achievement against all of the objectives, <b>even with support</b> .
F	<b>Minimal</b> achievement in terms of the objectives.
Approach to Learning (Effort)	
1	<b>Excellent</b> - students have displayed a consistently high level of commitment and effort.
2	<b>Good</b> - students have generally contributed well in class and class work and prep have both provided evidence of a good level of care and conscientiousness.
3	<b>Moderate</b> - class work and preps have provided evidence of only an adequate level of effort.
4	<b>Poor</b> - the student has generally been inattentive in class. Work may well not have been done on occasion nor completed on time.
5	<b>Giving cause for concern</b> - the student's behaviour and/or lack of effort is disrupting the progress of others and limiting their own potential achievement.

## 9. Reporting and Assessment

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### External Examinations

Please note the following key administrative issues:

Once students have been entered for examinations, parents will be billed accordingly. If a student then decides not to write an examination, examination fees cannot be refunded.

Examination dates and times are set by external examination boards and are not flexible. Please note: if students are taking CIE examinations in the November session, they may well have examinations scheduled over the October half-term, and similarly candidates for the May/June examination session may have to sit papers over the May half-term. Please avoid booking any holidays or making appointments at these times.

Any student who would like to apply for special consideration, or circumstances, for any examination period must speak to the Examinations Officer. If an assessment from an educational psychologist is required, this must be organised by the students' parents and the School will, of course, assist in contacting a suitable professional. Arrangements such as additional time or the use of a word processor should be in place before the end of Year 10.

## 9. Reporting and Assessment cont'd.

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### Contact details for Senior School Teachers 2014-15:

<b>Mr Larter</b>	Headmaster	simon.larter@iesmail.com
<b>Mr Burgess</b>	Deputy Headmaster	mike.burgess@iesmail.com
<b>Mr Tasker</b>	Housemaster (Boarders)	rob.tasker@iesmail.com
<b>Mrs Beament</b>		antoinette.beament@iesmail.com
<b>Mr Blair</b>		myles.blair@iesmail.com
<b>Mrs Chamberlain-Keen</b>		sharon.chamberlain-keen@iesmail.com
<b>Mrs Crick</b>		vivien.crick@iesmail.com
<b>Mr Evans</b>		mark.evans@iesmail.com
<b>Mr Gosse</b>		jon.gosse@iesmail.com
<b>Miss J Harvey-Jones</b>		jemma.harveyjones@iesmail.com
<b>Mrs Innes-Kruger</b>		jo.innes-kruger@iesmail.com
<b>Ms Larby</b>		kirstin.larby@iesmail.com
<b>Miss Lee</b>		jacey.lee@iesmail.com
<b>Miss McDonald</b>		caroline.mcdonald@iesmail.com
<b>Mr Sandell</b>		gareth.sandell@iesmail.com
<b>Mrs Searle</b>		adele.searle@iesmail.com
<b>Mr Smith</b>		ed.smith@iesmail.com
<b>Ms Tessier</b>		marie.tessier@iesmail.com
<b>Mrs Van der Giezen</b>		marion.vandergiezen@iesmail.com

## 10. Extra-curricular Activities

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A major part of a student's personal and social development comes from his/her involvement in extra-curricular activities.

Through participation, a student develops a sense of responsibility, develops new skills and learns to be part of a team, and generally widens his/her horizons.

The many activities SJIS has to offer enable a student to:

- Join clubs and societies
- Represent their Form, House or the School in sport or other competitions
- Be a member of the School Council or Prefect Body
- Raise money for the School charity
- Take part in recitals and concerts
- Contribute to drama productions and art activities
- Take part in expeditions, journeys and foreign exchange/visits

At SJIS, we endeavour to offer as many and varied activities as possible. All students are given the opportunity of signing up for an activity at the start of each new term.

The activities are privileges, not rights, and if the student does not behave in the appropriate manner the privilege may be withdrawn. All activities will begin in the first week of term. During the final week of term, there will be no extra-curricular activities unless otherwise stated.

### **How to Sign Up**

At the start of each term – lists are posted on the lower corridor with the options for the following term. Students need to put their names on these lists to participate. Parents may encourage their student to join them but the student needs to take the responsibility to participate. The board on the lower corridor identifies all activities which are taking place on a daily basis.

### **Sports Fixtures**

Any student may be asked to participate in a sports team. Lists are posted in the main office and the sports staff when necessary will arrange transport. A general letter of indemnity will need to be signed by the parent at the beginning of the school year to allow their child to participate and be transported.

At SJIS, we encourage as many students as possible to participate in matches although teams are selected for competition and parents need to accept that some students might represent the school and the sport better than others might.

The School Office will always know at what time the students will be back at school after a match. Students will have the responsibility to inform parents if they are involved in a match either "At Home" or "Away".

## 11. Getting Organised – equipment, kit etc.

### Stationery and Equipment

Students who do not have the necessary stationery equipment in lessons hold up progress for all. Textbooks, as well as exercise books (or file paper) are provided by the School.

In some subjects, workbooks are used. These are to be purchased and vary between £4 and £18.

Requirements for Sixth Form are subject dependent. Please see individual teachers.

<b>Requirements for Years 7-9 and ISCI</b>	
<b>Essential for all lessons:</b>	
Planner (issued by Tutor)	
Writing pen (blue or black ink) <i>A fountain or roller ball pen is preferred</i>	
Eraser	
30cm ruler	
Sharpener	
Glue stick	
Coloured pencils	
Scissors (school safe)	
Complete Geometry set	
Fx-85 GT PLUS Casio calculator	
HB pencil	
<b>Required for prep/independent study:</b>	
A good English dictionary	
Dictionary of translation	
Felt tip pens	
A general ring binder with divisions for each curriculum area	
USB Flash Drive (memory stick)	
<b>Additional subject requirements:</b>	
<b>Art and Design</b>	
A4 hardback sketchbook (£5) (purchased through school)	
<b>Design and Technology</b>	
A4 ringbinder	
<b>English</b>	
A4 ringbinder	
<b>Food and Nutrition</b>	
Large named plastic container & ingredients as needed	
<b>French</b>	
Materials to cover books and a dictionary of translation is advised	
<b>Music</b>	
Small set of headphones	

<b>General requirements for Yrs 10-13, ISCii &amp; ISCiii</b>	
Planner (issued by Tutor)	
HB Pencil	
Eraser	
30cm ruler	
Sharpener	
Glue stick	
Coloured pencils	
Scissors (school safe)	
Writing pen (black ink for examinations)	
Fx-85 GT PLUS Casio calculator (those moving up to A Level Maths need a TI-83 calculator)	
Hole punch	
Complete Geometry set	
Stapler	
A set of inexpensive headphones	
Clear pencil case for examinations	
USB Flash Drive (memory stick)	
A general administrative ring binder for KS4 handbook, CAS, PSHE and examination admin	
Thesaurus and Dictionary	
<b>Additional IGCSE subject requirements:</b>	
<b>Art and Design (purchased through school):</b>	
A4 hardback sketchbook (£5) (A3 for A Level)	
Art pack (£35) that contains higher quality materials appropriate for the course <i>(optional but recommended)</i>	
<b>English and Literature (First Language)</b>	
A4 Lever Arch File and Dividers, plus materials to cover work book	
<b>Music</b>	
Lever Arch File and Dividers, A4 spiral bound manuscript book, music dictionary and set of headphones	
<b>Food and Nutrition</b>	
Recipe Book (approx. £12.00)	
Catering Student Kit - includes skull cap, long sleeve jacket, & waist apron (approx. £25.00)	
<b>French</b>	
Materials to cover books and a dictionary of translation is advised	
<b>Physical Education</b>	
Lever Arch File and Dividers	

## 11. Getting Organised – equipment, kit cont'd.

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### Uniform and Sports Kit

The correct School uniform is to be worn as per the School List and **all items must be clearly labelled**. An updated list will be sent home at the end of Term 3, or be emailed home to boarders. PE and Sports equipment should be brought in to School on a Monday morning and locked away appropriately\*. Clothing should be taken home on Fridays to be washed. PE Kit, 'hoodies' and 'joggers' may not be worn in lessons. If a student is leaving School early for a Sports Fixture, a School tracksuit may be worn to afternoon lessons. Kit for PE and Games must be purchased from the School Shop. It is essential that students arriving in School in **Term 1 (September)** have a **mouthguard, shinpads** and **appropriate footwear for winter sports** (sports shoes with studs).

\* Students must have a lock for their sports hall locker. A combination lock is preferred (min 40mm).

### ICT and Electronic Equipment

No student should have a mobile phone, tablet or laptop computer, camera or similar electronic device in their possession during the school day without clear permission signed by a member of staff in their School planner. Access to the School's wireless network is for educational purposes only between 08.00 and 17.00. The use of Chromebooks is encouraged, but permission must be sought from subject teachers.

### Key Stage 3

Students in Years 7-9 do not need any specific ICT equipment.

However, as part of the syllabus we will be coding using **Python**, this can be used in conjunction with a **Raspberry Pi** computer. These are approximately £30.00 and would make a great Christmas Present!

Key Stage 3 students are **NOT allowed** to bring in any electrical devices to school, unless prior permission is given for educational reasons, by their key stage coordinator and permission has been granted from the teacher in charge.

### Key Stage 4

Students in Years 10-11 are encouraged to purchase a Chromebook for school purposes, within the regulations outlined in the Computer Acceptable Use Policy (a copy can be found on the School website). We recommend the Google Docs Suite for their document creation needs (free open source software).

No laptops or any other device with recording ability (eg ipad/ipod) are allowed in school. Unless prior permission is given for educational reasons, by their key stage coordinator and permission has been granted from the teacher in charge.

### IGCSE ICT Students

For revision purposes at home /boarding the following software is used as part of the IGCSE course.

- MS Office (including Access Database)
- Microsoft web expression 4
- GIMP - image manipulation (free download)

### Key Stage 5

Devices are permitted for use within the regulations outlined in the Computer Acceptable Use Policy (a copy can be found on the school website).

# 12. Calendar

St John's International School

Term dates  
2014/2015

- School Days
- Weekends/Holidays
- Public/Bank Holidays
- Staff and Boarders in
- Boarders in

Total School Days	179
Autumn term	68
Spring term	55
Summer term	56
Total Boarders Days	186

AUGUST 2014							0
M	T	W	T	F	S	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

SEPTEMBER 2014							20
M	T	W	T	F	S	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

OCTOBER 2014							18
M	T	W	T	F	S	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

NOVEMBER 2014							20
M	T	W	T	F	S	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

DECEMBER 2014							10
M	T	W	T	F	S	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

JANUARY 2015							20
M	T	W	T	F	S	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

FEBRUARY 2015							15
M	T	W	T	F	S	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28		

MARCH 2015							20
M	T	W	T	F	S	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

APRIL 2015							12
M	T	W	T	F	S	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

MAY 2015							15
M	T	W	T	F	S	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

JUNE 2015							22
M	T	W	T	F	S	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

JULY 2015							7
M	T	W	T	F	S	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			



## Appendix i - Uniform List for Boys

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***The school is in a transition period with regard to Uniform as the whole school is switching to Uniform worn by all IES schools worldwide. Delivery channels are currently being finalised and all parents will be advised as soon as possible. An outline of the new uniform is provided below but please contact school before purchasing any new items.***

### **General School Uniform (from September 2014)**

School waterproof  
Navy school blazer with logo  
Navy v necked pullover  
White long sleeved shirt (winter), white short sleeved shirt (summer)  
School tie

### *Senior Boys*

Grey regulation school trousers( Autumn & Spring) with grey ankle socks  
Chinos with brown socks and shoes (Summer optional)  
Plain leather belt (optional)  
Black leather lace up school shoes with grey trousers/shorts or brown shoes with chino trousers.

### **Break Time**

School jogging bottoms  
School sweatshirt  
Trainers for outdoor wear - essentially white or black (also for outdoor sports)

### **Sports Clothing**

Regulation Tracksuit  
Regulation black games short  
Regulation white games shorts  
White sports polo shirt with logo  
White PE socks (long)  
2 pairs trainers  
- one white indoor (non marking soles)  
- one black outdoor

### **Yr 2 & above for Terms 1 & 2**

Long sleeve Games jersey  
Knee length PE socks  
Regulation black games shorts  
Football boots with additional rugby safety studs  
Shin pads  
Gum shield - we advise that these should be fitted by a dentist and replaced regularly

### **Summer only (all years):**

Swimming trunks – black  
Swimming sandals or flip flops  
Swimming hat – in house colour  
Black sports bag  
Wet swimming bag  
Tennis racquet (only if needed)  
Athletic spikes  
(if requested by sports coach)  
Cricket trousers (Yr 2 & above)  
Cricket briefs (Yr 5 & above)  
White outdoor trainers for cricket

## Appendix ii - Uniform List for Girls

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*The school is in a transition period with regard to Uniform as the whole school is switching to Uniform worn by all IES schools worldwide. Delivery channels are currently being finalised and all parents will be advised as soon as possible. An outline of the new uniform is provided below but please contact school before purchasing any new items.*

### **General School Uniform (from September 2014)**

School waterproof  
Navy School blazer with logo  
Regulation skirt – length just above the knee (available from School)  
Navy v neck pullover  
White short sleeved open neck tailored shirt  
Knee length navy socks or tights  
Short plain white ankle or knee socks (summer)  
Black leather laced or bar shoes. NO HEEL & NO BALLERINA PUMPS

### **Break Time**

School jogging bottoms  
School sweatshirt  
Trainers for outdoor wear

### **Sports Clothing**

Regulation tracksuit bottoms  
Regulation black lycra shorts  
White sports polo shirts with logo  
Regulation games skort  
White PE socks  
White trainers with non marking soles (for use in the Sports Hall)  
Black trainers for outdoor use  
Regulation games jersey - (Terms 1 and 2), (Yr 2 and above)  
Knee-length games socks (Terms 1 and 2), (Yr 2 and above)  
Football boots (Term 1), (Yr 5 and above)  
Hockey stick (Term 1), (Yr 5 and above)  
Gum shield (we advise that these should be fitted by a dentist and replaced regularly), (Yr 3 and above)  
Shin pads with ankle protection (Term 1)  
Towel with hanging loop

### **Summer only:**

Swimming costume – black  
Swimming sandals or flip-flops  
Swimming hat in house colours  
White ankle sports sock (loop knit)  
Black sports bag  
Waterproof swimming bag  
Tennis racquet (only if needed)  
Athletic spikes (if requested by sports coach)

## Appendix iii - Additional items for both Boys and Girls

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### **Other**

Wellington boots (to be brought to school when needed for field trips etc.)

Strong key ring that can be attached to clothing.

### **Clothing**

All articles must be clearly marked with the child's name in woven name tapes. Tapes may be ordered through the school - please allow two weeks for delivery.

Footwear must be clearly marked on the tongue - name tapes can often be sewn to tongues of trainers.

All articles hung on pegs must have a strong loop - anorak, sweatshirt, joggers and towels.

Games clothing should be marked on the inside and outside for easy identification.

Shirts - outside left breast.

Shorts - outside lower left leg

### **Lockers & Padlocks**

All students are provided with a locker in the Sports Hall once they enter Year 3. Each student should bring their own combination padlock to school. This should be no smaller than 35mm.

### **Watches**

Watches may be worn to school but only if clearly engraved with your child's name on the back.

## Appendix iv - Working in Design & Technology Rooms

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### Rules for Working in Design & Technology Rooms

The Design and Technology Department wants you to remain safe whilst you are in the Food and Resistant Materials Rooms. You are at risk if you don't understand the hazards or you are careless, or both. The person most likely to suffer from your mistakes is YOU! Please take care to read the following rules and abide by them.

1. Only enter a D&T room when told to do so by a teacher. Never rush about or throw things in a D&T room. Keep your work area and floor area clear, with bags and coats outside on the hooks.
2. Follow instructions precisely; only touch or use tools, equipment, machines and materials when told to do so by a teacher; never remove anything from any D&T room without permission.
3. Wear eye protection when told to do so and keep it on until you have finished the work that needs the eye protection. Tie back your hair and wear an apron.
4. Always stand up when doing practical work in food technology or in workshops so you can quickly move out of the way if you need to.
5. Report any cuts or abrasions to your teacher. If a chemical splashes on your skin, wash the affected area at once with lots of water. Tell your teacher.
6. Report any spillage of any substance to your teacher immediately.
7. Know where the emergency stop buttons are positioned in the workshop. If you see an accident, you can use the button to turn off the power tools.
8. Keep hands away from moving/rotating machinery. Keep both hands behind the cutting edge when using hand tools.
9. If fabric appears to be stuck in the machine or it won't sew, stop immediately. Continuing to try and sew could cause the needle to break. This can be dangerous.
10. Only ONE person is allowed on a sewing machine at a time.
11. Do not talk to the person using any machine. Let them concentrate.

## Appendix iv - Working in Design & Technology Rooms.

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Dear Parents/Guardians

I am writing to advise you of the use of hand tools and power tools in Design and Technology room: primarily for Resistant Materials and Food lessons. Teachers will be demonstrating the safe and appropriate use of the room and equipment in lessons. Additionally, we will be asking your child to sign a form to acknowledge their training.

We would be grateful if you could take a few minutes to peruse the rules attached and discuss these with your child. We shall be highlighting these in lessons. Discussion of expectations is vital as it is of the utmost importance that we establish a safe working environment.

Your child may use the following hand and power tools – coping saw, junior hacksaw, measuring and marking equipment, plane, file, bradawl, hand drill, pillar drill, scroll saw, belt-sander, knife, peeler, grater, electric hand-held blender, oven, hob and sewing machine.

Please do not hesitate to contact the Design and Technology teachers if you require further information. Please sign the form below and return it to Mrs Beament to show receipt of this letter.

Many thanks,

Mrs Beament  
(antoINETTE.beament@iesmail.com)

St John's International School: Design and Technology Room Rules

I acknowledge receipt of this letter, regarding the use of hand tools, power tools and other equipment in Design and Technology lessons.

I give my permission for \_\_\_\_\_ to use the tools and machinery in the Design and Technology rooms.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please print name: \_\_\_\_\_

## Appendix v - ICT Policy

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### St John's International School Computer Acceptable Use Policy – Student Contract

The school network and the larger Internet offers a 'global community' of diverse and unique resources that students can use to promote communication, reasoning and problem solving, personal development and social responsibility. It is expected that students who use the St John's computer network will do so in a way that is consistent with, and related to, the educational mission of the school community.

- No student shall deliberately damage school computers or software. This includes vandalism, "hacking", wasting resources and spreading computer viruses. Students and their families will be responsible for the repair or replacement of damaged equipment
- No student shall deliberately access educationally inappropriate materials or show others how to do so. This includes, but is not limited to, obscene and pornographic materials, sites promoting hate groups or violence, the use of illegal or controlled substances, or dangerous materials (such as bombs or weapons)
- All students shall respect and uphold copyright laws regarding copies of software, text or graphics
- Illegal activities are strictly forbidden
- No student shall participate in hate mail, harassment, discriminatory remarks and other antisocial behaviour, including, but not limited to, profanity, obscenity, bigotry and 'flaming'
- Use of another user's login password, or allowing another user to use one's login password, is strictly prohibited
- Computer gaming is not allowed during school hours, unless the games are part of the teaching programme and the student has been given appropriate authorisation
- Accessing and using Instant Messaging, Chat rooms and Social Networking sites (e.g. Facebook, MySpace) is prohibited
- All students shall practice courtesy and respect for the rights of other users
- Users of the St John's computer network can and may be monitored and observed by the system administrator and staff
- Users who have questions regarding appropriate use should ask a Teacher or the system administrator before accessing materials
- Mobile phones are strictly forbidden within school hours
- School laptops may only be used with appropriate authorisation and supervision from a member of staff. Laptops must be transported from room to room using the bags provided

The use of the St John's computer network is a privilege, which may be revoked at any time for abusive conduct as outlined herein, as defined by school discipline policy, or as determined by the staff, system administrator or administration. Should a student user commit any violation, or engage in activities judged by the system or school administrators to be inappropriate usage, access privileges may be revoked, school disciplinary action may occur and/or appropriate legal action may be taken.

### St John's International School - Computer and Network Acceptable Use Policy

In order for a student to be allowed access to school computers and the school network, this form needs to be completed and returned to school.

As the parent or guardian of this student, I have read the St John's Computer Acceptable Use Policy. I understand that this access is designed for educational purposes and have discussed with my son/daughter what we, as a family, consider appropriate and inappropriate use of this resource. I recognise it is impossible for St John's International School to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network.

**Student name:** \_\_\_\_\_ (please print)

**Year:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_

**Parent/Guardian name:** \_\_\_\_\_ (please print)

**Parent/Guardian signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix vi - Tutor Group Structure

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### Background to the Tutor Group structure

Debate about our current tutor and house systems arose in the Staff room a few years ago – when the Senior School was just starting to form its new identity with the addition of Year 9 to what had traditionally been a prep school to Year 8. We had received praise for our house system that runs through the whole School in the recent inspection and were looking for ways to further improve it as well as finding ways of continuing to develop the ‘family feel’ that makes St John’s the fantastic learning environment that it is.

There are a number of reasons for considering a house-based tutor system. A key factor is to balance the pastoral care of students more evenly among teachers, hopefully increasing the amount of personal time a team of tutors can give to a group, creating more time to nurture, encourage, reprimand, organise and care for each student. Additionally, the numbers of students in boarding continues to grow and it is paramount to their care at St John’s that they do indeed belong to a family while they are so far away from their own.

Another consideration was looking for more opportunities for students to take on roles of responsibility as this is a key part of moving towards adulthood. If we want students to leave St John’s as responsible adults, we have to allow them to grow up and part of that process is assuming responsibilities and duties.

We believe that a vertical tutor system will help develop this in a more ‘real world’ setting than age-based groups. When they enter the world of work one day, the reality is that they will need to fit into teams encompassing the broad spectrum society has to offer.

Finally, from our various experiences at other, very successful, secondary schools, and from the research and literature available on approaches to tutoring and mentoring in schools, we know that this system works.

A few direct benefits for students should be:

- more friends in other year groups
- a reduction in the ‘gap’ between day students and boarders
- a greater sense of house identity
- the opportunity for younger students to be helped and supported by older students (for example, when choosing options)

In practice, this means that one teacher is appointed as the Tutor and there are two Assistant Tutors per Group of between 22 and 25 students. Registration (in the morning and after lunch) as well as Tutor Periods on Friday are spent with Tutor Groups. Time for House-based assemblies has also been created.

We aim to replicate many of the positive aspects of an extended family for all our students, encourage healthy academic, artistic and sporting competition between Tutor/House Groups and support the overall ethos and aims of the School, more able to develop the potential of each student in our care.

Vertical tutoring should provide a richer experience of school for students, provide more personal care and mentoring and prepare the ground for more frequent cross-age working, and encourage independent, life-long learning.



### Languages other than English offered at St John's International School

At St John's we have a long-standing tradition of hosting students from around the world and supporting their acquisition of English – as an additional language and as a medium of academic instruction. We have also similarly encouraged all students to be learning another language.

Learning additional languages at St John's serve two key purposes:

- To give all students the opportunity to study a second (or third) language
- To ensure that students whose home language is not English, continue their studies of their mother tongue as this is vital for all-round educational achievement and developing a secure sense of self.

During this last academic year, students have been given the opportunity to study Spanish in addition to the French provision that is already in place. The number of students enrolling in these classes (for which there has been no extra charge) has been fewer than expected – given the number of parents requesting the availability of Spanish lessons. As part of IES (and the larger SEK organisation) the number of Spanish-speakers in the School is significant. This gives local (and other non-Spanish) students a great opportunity to practice Spanish speaking and listening skills with their peers on a daily, informal, basis.

From September 2012, we have been introducing Spanish to all Year 7 students. At the end of Year 7, they will then elect to continue with Spanish (towards an IGCSE qualification in Year 11) or return to French as their additional language of choice. Students currently in Years 8 and 9 wishing to continue with Spanish (and not French) must inform Mrs Innes-Kruger as soon as possible. (Year 10 and 11 students have already done so via their options choices.) If fewer than 4 students choose to take Spanish, additional charges may be incurred.

All students are expected to be learning another language while at St John's. If students have been given permission not to take French or Spanish for IGCSE, then they are expected to attend conversational classes and learn something about another language and the countries and cultures with which it is connected. We are hoping to extend these 'taster' sessions to include a wider range of languages, changing on a termly basis. These conversational classes will not lead to examinations, but are necessary in developing a broader understanding of the languages and communities represented at St John's, as well as in a broader global community.

Additionally, students who speak a language other than English at home are encouraged to continue their studies of their mother tongue. Parents may wish to arrange tutors at home during the holidays or contact Mrs Innes-Kruger to arrange a term-time tutor. These sessions will incur a charge as they are generally one-to-one lessons.

We already have contracts with Chinese and Spanish teachers and will find other tutors as required. Students will be given copies of the relevant IGCSE syllabus, past paper, examiners' reports and mark schemes to aid their studies.

We are also looking to increase the number of fiction books in our library that are printed in other languages. If you have books at home that you are willing to donate to the library, and are appropriate for children aged 11-16, please can you send them in with your child at the start of term. All contributions will be greatly appreciated.

**Mrs Innes-Kruger**