

ISCS BAHRAIN

PARENT HANDBOOK

ACADEMIC YEAR 2024 -2025



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General Information

Purpose

Welcome to ISCS Bahrain! Where we wholeheartedly embrace a holistic approach to student development, valuing not only academic excellence, but also the cultivation of core values and principles, along with the nurturing of a robust moral compass.

The purpose of this parent handbook is to serve as your go-to resource for everything you need to know about our school community, policies, procedures, and expectations. Whether you're a new parent joining us for the first time or a seasoned member of our school family, this handbook aims to provide clear, concise, and accessible information to support you in navigating the journey of your child's education.

Within these pages, you will find details on our school's mission, values, and educational philosophy, as well as practical information on daily routines, curriculum, extracurricular activities, and resources available to support your child's learning and development. Additionally, we've included important policies regarding attendance, behaviour, safety protocols, and communication channels to ensure a safe, supportive, and collaborative learning environment for all students.

We understand that strong partnerships between home and school are essential for student success, and this handbook serves as a tool to foster open communication, mutual understanding, and active engagement between parents, teachers, and administrators. Whether you have questions about homework, want to get involved in school events, or need guidance on how to support your child's academic and social-emotional growth, this handbook is here to help you every step of the way.

As we embark on this educational journey together, we encourage you to refer to this handbook regularly, ask questions, share feedback, and actively participate in our school community. By working together, we can create a supportive and enriching environment where every child can thrive academically, socially, and emotionally.

Thank you for entrusting us with your child's education, and welcome to our school family!

Aim

We aim to provide a unique education that is second to none. Our curriculum nurtures, cultivates, and fosters creative and critical thinking skills. We strive for academic excellence with strong moral values to develop successful and contributing members of a global society.

ISCS Bahrain proudly offers a unique blend of the UK National Curriculum, delivered by UK qualified staff, alongside the Bahrain MOE curriculum for Arabic Language, Islamic Education, and Citizenship. Our dual curriculum approach ensures a comprehensive and well-rounded education for our students. Our Quran memorisation program reflects our commitment to cultural and spiritual values.

Vision

Lighting the way to excellence rooted in faith, cultivating life-long learners and global citizens equipped with a moral compass.

Mission

To ignite a passion for learning, by creating an inclusive community which fosters virtues, innovation, and best practices focused on achieving successful outcomes for all our students.

ISCS School Values

Excellence Rooted in Values: All of us, individually and collectively, work hard to ensure that our students develop a sense of purpose, character, transferability of skills, and assimilate the knowledge essential to become morally responsible leaders. We not only foster academic excellence but also promote understanding of and respect for one another's beliefs and differences.

Excellence Rooted in Values and lighting the way for all means that the school has key values that all members of our school community live by. Underpinning our mission and vision are our guiding tenets of:



Integrity



Tolerance



Collaboration



Courage



Compassion

These values apply to core life skills applicable to all stakeholders.

ISCS Calendar Dates

Days	Remarks
26/08 – 05/09	New Staff Orientation and preparation for the beginning of the academic year
08/09	First Day of School - Term 1 begins for Year 1 to 6 Students
09/09	First Day of School - Term 1 begins for FS1 and FS2 Students
15/09	Parent Coffee Morning
16/09 - 17/09	The Prophet's Birthday*
10/10	Schoolwide Parent-Teacher Consultation Day
20/10 – 24/10	Half-Term Break
27/10	ISCS Staff Development Day**
03/12 - 12/12	Winter Assessments for Primary Student
16/12 – 17/12	Bahraini National Day*
22/12 - 02/01	Winter Break for Staff and Students
12/01	Parent Coffee Morning
02/02	Early Years Focus Meetings Start
11/02 - 13/02	Half-Term Break
28/02	First Day of Ramadan
06/03	Primary School Parent-Teacher Consultation Day
23/03 - 27/03	Spring Break for Staff and Students
30/03 – 31/03	Eid Al Fitr*
30/04	ISCS Staff Development Day**
01/05	Labor Day*
06/06 – 10/06	Arafat Day and Eid Al-Adha*
17/06 - 26/06	Summer Assessments for Primary Student
02/07	Last Day of the Academic Year for Students
03/07	Last Day of the Academic Year for Staff

* The dates of Public Holidays are subject to changes, pending confirmation from the Ministries

** Students are not in attendance on ISCS Staff Development days.

Home School Agreement

The Home-School Agreement is a critical document in which we expect all parents, staff and students to work in partnership to ensure all students are happy, safe, secure and can reach their academic potential.

Teachers and school leaders will:

- Provide a safe and caring environment for all students.
- Provide a personalised curriculum which will meet the needs of each individual.
- Ensure effective and prompt information and guidance is given to parents and students, should the school have any concerns.
- Keep both parents and student regularly informed about progress through reports, parents' evenings and teacher communication.
- Praise and reward students at every opportunity.
- Employ strategies for behaviour management (as laid out in the Behaviour Policy) where applicable.
- Listen and consider parental views and concerns on school life by providing a clear complaints policy on the school website.

Students are always expected to:

- Make their best effort to meet the required School Expectations
- Speak politely to everyone and listen to people when they are talking to them.
- Listen carefully to teachers and follow their instructions.
- Maintain a mature attitude and high standards of behaviour such as to promote a positive environment.
- Respect all other students and school personnel's rights as well as their property.
- Keep ISCS environment clean and tidy.
- Follow rules shown on signs or have otherwise been set (For example, 'No Entry for Students' or to complete their homework on time)

In the classroom, students are always expected to:

- Abide by the school classroom rules and other rules that the teacher has set.
- Do their best and allow others to do their best without disruption.
- Speak English (except in Islamic Studies, Arabic and French lessons)

Students must never:

- Carry, conceal, or use any object, material, or substance, which is inappropriate, that may disrupt others from learning, cause damage to school property, or cause harm any person.
- Gang up against another pupil in a vulnerable position, but instead should try to help him/her feel less vulnerable. The school has zero-tolerance to bullying or cyber-bullying.

Parents and Guardians will:

- Support and work with the school and encourage a positive attitude to education at ISCS
- Ensure that my child attends and participates in all school curriculum and related activities regularly and punctually, avoiding holidays during term time and providing the school with a letter or medical evidence to cover any absence
- Ensure that my child comes to school equipped, in uniform and ready to learn
- Attend parents' evenings and meetings, as requested by the school
- Support all of the school's policies, these can be found on the ISCS Website
- Inform and voice any concerns, problems or changes in circumstances that may affect my child to the school immediately by following the "Complaints Policy" on the ISCS website
- Ensure that my personal behaviour mirrors that which ISCS expects of its students
- Upon signing the Acceptance Form, pay all fees in full before commencement, or suitable arrangements have been made with the Accounts Department with you and/or your employer. Please note that the school reserves the right to refuse to provide education to children whose parents are in arrears, and will withhold references / certificates / reports in such a situation
- Understand that we would like to use photographs and videos of pupils to share with parents on our website and social media. If parents do not want their child's photo to be used or for them to appear in videos, they will notify the school in writing
- Understand that in the event of any serious breach of this agreement, this may result in the forfeiture of your child's place at ISCS

We expect staff, parents and students to behave and act in a responsible and respectful manner both in our school and within the local community, including travelling to and from school and when using social media to refer to ISCS. It will be understood that all stakeholders agree to the terms set out in the Home School Agreement either by working at ISCS, attending ISCS or sending their child to ISCS.

Daily Schedule (EYFS)

Period	Start	Finish
Registration – Morning Activities	7:30	7:40
Period 1	7:40	8:20
Period 2	8:20	9:10
Period 3	9:10	9:30
Period 4	9:30	10:00
Break (Snack Time)	10:00	10:20
Play Time	10:20	10:40
Period 5	10:40	11:00
Period 6	11:00	11:40
Period 7	11:40	12:40
Story Time/ Dismissal	12:40	13:00

Daily Schedule (Primary)

Sunday – Wednesday Schedule

Period	Start	Finish
Registration – Morning Activities	7:30	7:50
Period 1	7:50	8:20
Period 2	8:20	9:10
Break 1	9:10	9:30
Period 3	9:30	10:20
Period 4	10:20	11:10
Period 5	11:10	12:00
Break 2	12:00	12:30
Period 6	12:30	13:20
Period 7	13:20	14:10
Dismissal	14:10	14:15

Thursday Schedule

Period	Start	Finish
Registration – Morning Activities	7:30	7:50
Period 1	7:50	8:20
Period 2	8:20	9:10
Break 1	9:10	9:30
Period 3	9:30	10:20
Period 4	10:20	11:10
Period 5	11:10	12:00
Break 2	12:00	12:30
Period 6	12:30	13:20
Dismissal	13:20	13:30

Sample Timetable (EYFS)

FS2 Weekly Timetable					
FS2 B	English Teacher:			Arabic Teacher:	
REVISED	Sunday	Monday	Tuesday	Wednesday	Thursday
07:30 - 07:40	Morning Activities - Registration				
07:40 - 08:20	Focus Time – Math's	Focus Time - Math's	Focus Time – Math's	Focus Time – UOW	Focus Time – Literacy
08:20 - 08:45	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision
08:45 - 09:10	PE	PE			
09:10 - 09:30	PE	PE	CT – PSED	Guided Reading	FS Assembly
09:30 – 10:00	RWI	RWI	RWI	RWI	RWI
10:00- 10:20	Lunch Time				
10:20 – 10:40	Play Time				
10:40 – 11:00	Arabic	Arabic	Arabic	Arabic	Arabic
11:00 - 11:20					
11:20 – 11:40	Islamic & Quran	Islamic & Quran	Islamic & Quran	Islamic & Quran	Islamic & Quran
11:40 – 12:00	Focus Time – Literacy	Focus Time – UOW	Focus Time – Literacy	Focus Time - Literacy	Focus Time - UOW
12:00 – 12:20	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision
12:20 - 12:40					
12:40 – 1:00	Story Time – Dismissal				

Sample Timetable (Primary/ Key Stage 1)

	Registration	L1	L2	Break 1	L3	L4	L5	Break 2	L6	L7
	7:30am – 7:50	7:50 – 8:20	8:20 – 9:10	9:10 – 9:30	9:30–10:20	10:20 - 11:10	11:10 – 12:00pm	12:00 – 12:30	12:30 – 13:20	13:20 – 14:10
Sun	FORM TIME	READ WRITE INC	ARABIC		MATHS	ISLAMIC STUDIES	PHYSICAL EDUCATION		ENGLISH	QURAN
Mon	FORM TIME	READ WRITE INC	MATHS		ENGLISH	ARABIC	SCIENCE		ISLAMIC STUDIES	ART & DESIGN
Tues	FORM TIME	READ WRITE INC	MATHS		BAHRAINI CITIZENSHIP	ARABIC	COMPUTING		ENGLISH	QURAN
Wed	FORM TIME	READ WRITE INC	ARABIC		ENGLISH	SCIENCE	MATHS		ARABIC	TOPIC (GEOG / HIST)
Thurs	FORM TIME	PSHE	ARABIC		PHYSICAL EDUCATION	LIBRARY	MATHS		ASSEMBLY	

Sample Timetable (Primary/ Key Stage 2)


	Registration 7:30am – 7:50	L1 7:50 – 8:20	L2 8:20 – 9:10	Break 1 9:10 – 9:30	L3 9:30–10:20	L4 10:20 - 11:10	L5 11:10 – 12:00pm	Break 2 12:00 – 12:30	L6 12:30 – 13:20	L7 13:20 – 14:10
Sun	FORM TIME	GUIDED READING	TOPIC (GEOG / HIST)		MATHS	ISLAMIC STUDIES	PHYSICAL EDUCATION		ENGLISH	QURAN
Mon	FORM TIME	GUIDED READING	MATHS		ENGLISH	ARABIC	SCIENCE		ISLAMIC STUDIES	ART & DESIGN
Tues	FORM TIME	GUIDED READING	MATHS		ENGLISH	ARABIC	COMPUTING		ENGLISH	QURAN
Wed	FORM TIME	GUIDED READING	ARABIC		ENGLISH	SCIENCE	MATHS		BAHRAINI CITIZENSHIP	TOPIC (GEOG / HIST)
Thurs	FORM TIME	PSHE	ARABIC		PHYSICAL EDUCATION	LIBRARY	MATHS		ASSEMBLY	

Uniform Requirements

At ISCS Bahrain, we believe the school uniform plays a significant role in fostering a sense of unity and belonging among our students, as well as promoting a positive and focused learning environment. Our school uniform enhances school identity and spirit and contributes to a positive school culture. Additionally, uniforms encourage a sense of discipline and professionalism among students, preparing them for future workplaces where dress codes may be prescribed. We encourage you to review this information carefully and ensure that your child is equipped with the appropriate uniform before they start school.

All ISCS school uniform can be purchased from House of Uniform (HOU). House of Uniform (HOU) is conveniently located at Tala Plaza, Block 328, Saqiyah Ave Segaya Manama (<https://maps.app.goo.gl/GszLjghK2obRoHsH9>).

Uniform checks will take place regularly throughout the academic year and sanctions will be put into place if the uniform policy is not adhered to consistently. Teachers will communicate with parents and parents should be given leeway of one week (over the weekend) to purchase the correct uniform for their child. If this is not adhered to, the uniform concern will be recorded on EduNation for the Head of Schools to investigate.



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE

UNIFORM DESCRIPTIONS

FORMAL UNIFORMS

BOYS
FS1 TO YEAR 6
(NURSERY TO YEAR 6)




****Shorts allowed only for FS1 - FS2**

GIRLS
FS1 to FS2
(NURSERY & RECEPTION)



Silicon Badge

GIRLS
YEAR 1 TO YEAR 3



Silicon Badge

www.houonline.com



GIRLS & BOYS
FS1 TO YEAR 6
(NURSERY TO YEAR 6)

UNIFORM DESCRIPTIONS
SPORTS WEAR

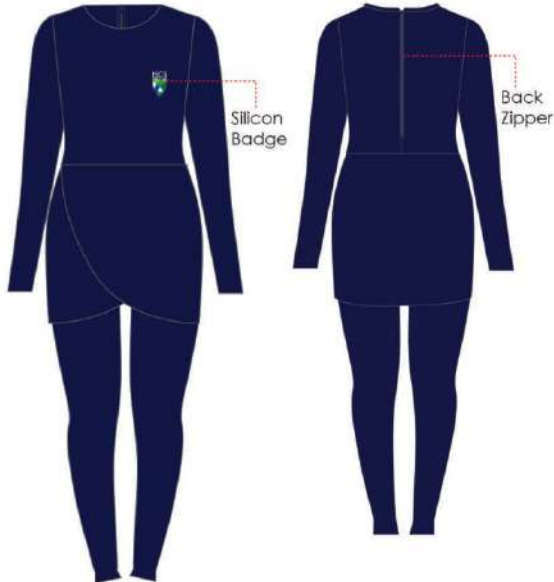


GIRLS
YEAR 4 TO YEAR 6

UNIFORM DESCRIPTIONS
FORMAL UNIFORMS



**GIRLS
YEAR 2 TO YEAR 6**



**BOYS
YEAR 2 TO YEAR 6**



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ISCS BAHRAIN: 2024-25 UNIFORM SALES PRICE						
S.No.	Category	Size	Gender	Grade	BEAM Sales Price	Uniform
1	Abaya	8-9	Girls	Y4-Y6	BHD 14.00	
2	Abaya	10-11	Girls	Y4-Y6	BHD 14.00	
3	Abaya	12-13	Girls	Y4-Y6	BHD 14.00	
4	Abaya	14-15	Girls	Y4-Y6	BHD 14.00	
5	Abaya	XS	Girls	Y4-Y6	BHD 16.00	
6	Abaya	S	Girls	Y4-Y6	BHD 16.00	
7	Abaya	M	Girls	Y4-Y6	BHD 16.00	
8	Abaya	L	Girls	Y4-Y6	BHD 16.00	
9	Abaya	XL	Girls	Y4-Y6	BHD 16.00	
10	Fleece Jacket	3	Unisex	FS1-FS2	BHD 14.000	
11	Fleece Jacket	4	Unisex	FS1-FS2	BHD 14.000	
12	Fleece Jacket	5	Unisex	FS1-FS2	BHD 14.000	
13	Fleece Jacket	6-7	Unisex	Y1-Y3	BHD 14.000	
14	Fleece Jacket	8-9	Unisex	Y1-Y3	BHD 17.000	
15	Fleece Jacket	10-11	Unisex	Y1-Y3	BHD 17.000	
16	Fleece Jacket	12-13	Unisex	Y4-Y6	BHD 17.000	
17	Fleece Jacket	14-15	Unisex	Y4-Y6	BHD 17.000	
18	Fleece Jacket	XS	Unisex	Y4-Y6	BHD 18.000	
19	Fleece Jacket	S	Unisex	Y4-Y6	BHD 18.000	
20	Fleece Jacket	M	Unisex	Y4-Y6	BHD 18.000	
21	Fleece Jacket	L	Unisex	Y4-Y6	BHD 18.000	
22	KG Dress	5	Girls	FS1-FS2	BHD 14.00	
23	KG Dress	6	Girls	FS1-FS2	BHD 14.00	
24	KG Dress	7	Girls	FS1-FS2	BHD 14.00	
25	KG Dress	8	Girls	FS1-FS2	BHD 14.00	
26	KG Dress	10	Girls	FS1-FS2	BHD 14.00	
27	Short Sleeve Blouse	4-5	Girls	Y1-Y3	BHD 9.00	
28	Short Sleeve Blouse	6-7	Girls	Y1-Y3	BHD 10.00	
29	Short Sleeve Blouse	8-9	Girls	Y1-Y3	BHD 10.00	
30	Short Sleeve Blouse	10-11	Girls	Y1-Y3	BHD 10.00	
31	Short Sleeve Blouse	12-13	Girls	Y1-Y3	BHD 10.00	
32	Short Sleeve Blouse	14-15	Girls	Y1-Y3	BHD 10.00	
33	Short Sleeve Blouse	XS	Girls	Y1-Y3	BHD 11.00	
34	Long Sleeve Blouse	4-5	Girls	Y4-Y6	BHD 9.00	
35	Long Sleeve Blouse	6-7	Girls	Y4-Y6	BHD 10.00	
36	Long Sleeve Blouse	8-9	Girls	Y4-Y6	BHD 10.00	
37	Long Sleeve Blouse	10-11	Girls	Y4-Y6	BHD 10.00	
38	Long Sleeve Blouse	12-13	Girls	Y4-Y6	BHD 10.00	
39	Long Sleeve Blouse	14-15	Girls	Y4-Y6	BHD 10.00	
40	Long Sleeve Blouse	XS	Girls	Y4-Y6	BHD 11.00	
41	PE Pants	5	Unisex	FS1-Y6	BHD 9.000	
42	PE Pants	6-7	Unisex	FS1-Y6	BHD 11.000	
43	PE Pants	8-9	Unisex	FS1-Y6	BHD 11.000	

44	PE Pants	10-11	Unisex	FS1-Y6	BHD 11.000	
45	PE Pants	12-13	Unisex	FS1-Y6	BHD 11.000	
46	PE Pants	14-15	Unisex	FS1-Y6	BHD 11.000	
47	PE Pants	XS	Unisex	FS1-Y6	BHD 11.000	
48	PE Pants	S	Unisex	FS1-Y6	BHD 11.000	
49	PE Pants	M	Unisex	FS1-Y6	BHD 11.000	
50	PE Pants	L	Unisex	FS1-Y6	BHD 11.000	
51	PE Pants	XL	Unisex	FS1-Y6	BHD 11.000	
52	PE T-Shirts - Short Sleeve	4	Unisex	FS1-Y6	BHD 7.000	
53	PE T-Shirts - Short Sleeve	5	Unisex	FS1-Y6	BHD 8.000	
54	PE T-Shirts - Short Sleeve	6-7	Unisex	FS1-Y6	BHD 8.000	
55	PE T-Shirts - Short Sleeve	8-9	Unisex	FS1-Y6	BHD 8.000	
56	PE T-Shirts - Short Sleeve	10-11	Unisex	FS1-Y6	BHD 8.000	
57	PE T-Shirts - Short Sleeve	12-13	Unisex	FS1-Y6	BHD 8.000	
58	PE T-Shirts - Short Sleeve	14-15	Unisex	FS1-Y6	BHD 8.000	
59	PE T-Shirts - Short Sleeve	XS	Unisex	FS1-Y6	BHD 9.000	
60	PE T-Shirts - Short Sleeve	S	Unisex	FS1-Y6	BHD 9.000	
61	PE T-Shirts - Short Sleeve	M	Unisex	FS1-Y6	BHD 9.000	
62	PE T-Shirts - Short Sleeve	L	Unisex	FS1-Y6	BHD 9.000	
63	PE T-Shirts - Long Sleeve	4	Unisex	FS1-Y6	BHD 8.000	
64	PE T-Shirts - Long Sleeve	5	Unisex	FS1-Y6	BHD 9.000	
65	PE T-Shirts - Long Sleeve	6-7	Unisex	FS1-Y6	BHD 9.000	
66	PE T-Shirts - Long Sleeve	8-9	Unisex	FS1-Y6	BHD 9.000	
67	PE T-Shirts - Long Sleeve	10-11	Unisex	FS1-Y6	BHD 9.000	
68	PE T-Shirts - Long Sleeve	12-13	Unisex	FS1-Y6	BHD 9.000	
69	PE T-Shirts - Long Sleeve	14-15	Unisex	FS1-Y6	BHD 9.000	
70	PE T-Shirts - Long Sleeve	XS	Unisex	FS1-Y6	BHD 10.000	
71	PE T-Shirts - Long Sleeve	S	Unisex	FS1-Y6	BHD 10.000	
72	PE T-Shirts - Long Sleeve	M	Unisex	FS1-Y6	BHD 10.000	
73	PE T-Shirts - Long Sleeve	L	Unisex	FS1-Y6	BHD 10.000	
74	Pinafore	5	Girls	Y1-Y3	BHD 11.00	
75	Pinafore	6	Girls	Y1-Y3	BHD 11.00	
76	Pinafore	7	Girls	Y1-Y3	BHD 12.00	
77	Pinafore	8	Girls	Y1-Y3	BHD 12.00	
78	Pinafore	9	Girls	Y1-Y3	BHD 12.00	
79	Pinafore	10	Girls	Y1-Y3	BHD 12.00	
80	Pinafore	11	Girls	Y1-Y3	BHD 12.00	
81	Polo T-Shirt	4	Boys	FS1-Y6	BHD 8.00	
82	Polo T-Shirt	5	Boys	FS1-Y6	BHD 8.00	
83	Polo T-Shirt	6-7	Boys	FS1-Y6	BHD 8.00	
84	Polo T-Shirt	8-9	Boys	FS1-Y6	BHD 10.00	
85	Polo T-Shirt	10-11	Boys	FS1-Y6	BHD 10.00	
86	Polo T-Shirt	12-13	Boys	FS1-Y6	BHD 10.00	
87	Polo T-Shirt	14-15	Boys	FS1-Y6	BHD 12.00	
88	Polo T-Shirt	XS	Boys	FS1-Y6	BHD 12.00	
89	Skirt	10	Girls	Y4-Y6	BHD 11.00	

90	Skirt	11	Girls	Y4-Y6	BHD 11.00	
91	Skirt	12	Girls	Y4-Y6	BHD 11.00	
92	Skirt	13	Girls	Y4-Y6	BHD 11.00	
93	Skirt	14	Girls	Y4-Y6	BHD 11.00	
94	Swimming Shorts	6-7	Boys	Y2-Y6	BHD 8.00	
95	Swimming Shorts	8-9	Boys	Y2-Y6	BHD 8.00	
96	Swimming Shorts	10-11	Boys	Y2-Y6	BHD 10.00	
97	Swimming Shorts	12-13	Boys	Y2-Y6	BHD 10.00	
98	Swimming Shorts	14-15	Boys	Y2-Y6	BHD 10.00	
99	Swimming Shorts	XS	Boys	Y2-Y6	BHD 11.00	
100	Swimsuit	6-7	Girls	Y2-Y6	BHD 15.00	
101	Swimsuit	8-9	Girls	Y2-Y6	BHD 16.00	
102	Swimsuit	10-11	Girls	Y2-Y6	BHD 16.00	
103	Swimsuit	12-13	Girls	Y2-Y6	BHD 16.00	
104	Swimsuit	14-15	Girls	Y2-Y6	BHD 16.00	
105	Swimsuit	XS	Girls	Y2-Y6	BHD 19.00	
106	Trouser	5	Boys	FS1-Y6	BHD 9.00	
107	Trouser	6	Boys	FS1-Y6	BHD 9.00	
108	Trouser	7	Boys	FS1-Y6	BHD 9.00	
109	Trouser	8	Boys	FS1-Y6	BHD 9.00	
110	Trouser	9	Boys	FS1-Y6	BHD 9.00	
111	Trouser	10-11	Boys	FS1-Y6	BHD 9.00	
112	Trouser	12-13	Boys	FS1-Y6	BHD 9.00	
113	Trouser	14-15	Boys	FS1-Y6	BHD 9.00	
114	Trouser	28	Boys	FS1-Y6	BHD 14.00	
115	Trouser	30	Boys	FS1-Y6	BHD 14.00	
116	Trouser	32	Boys	FS1-Y6	BHD 14.00	
117	Trouser	34	Boys	FS1-Y6	BHD 14.00	
118	Formal Shorts	5	Boys	FS1-FS2	BHD 8.00	
119	Formal Shorts	6	Boys	FS1-FS2	BHD 8.00	
120	Formal Shorts	7	Boys	FS1-FS2	BHD 8.00	
121	Formal Shorts	8	Boys	FS1-FS2	BHD 8.00	
122	Formal Shorts	9	Boys	FS1-FS2	BHD 8.00	
123	Formal Shorts	10-11	Boys	FS1-FS2	BHD 9.00	
124	Formal Shorts	12-13	Boys	FS1-FS2	BHD 9.00	
125	Formal Shorts	14-15	Boys	FS1-FS2	BHD 9.00	

School Facilities

ISCS Bahrain prides itself on providing top-notch facilities to enhance your child's learning experience. Our high-quality classrooms are well-furnished and equipped with the latest technology, creating an optimal environment for academic excellence.

Our early years' centres are designed to excite and engage young learners, fostering a love for discovery from an early age. The library spaces offer a collection of resources, encouraging students to explore and expand their knowledge. For sports enthusiasts, we offer world-class facilities, including a FIFA-standard astro pitch, a sports hall, and a half Olympic-size pool, ensuring students have ample opportunities to develop their athletic skills.

Our campus also features a modern restaurant space with self-service screens, providing a convenient and enjoyable dining experience. Additionally, we have specialist rooms such as IT labs, science labs, and art studios, which are tailored to support specialized learning and creativity.

At ISCS Bahrain, we are committed to providing an environment that supports holistic development and academic success.



Year Group Definitions

Understanding what year and key stage of education your child will be in can be confusing, particularly if you're unfamiliar with the UK system. Here, we explain your child's grade and the UK equivalent year group based on their current age. You can find a table detailing what ages fall into each year group below.

Age	Year Group	Key Stage	US Grade Equivalent
3-4	FS1	Early Years Foundation Stage (EYFS)	Pre-School
4-5	FS2	Early Years Foundation Stage (EYFS)	KG1
5-6	Year 1	Key Stage 1 (KS1)	KG2
6-7	Year 2	Key Stage 1 (KS1)	Grade 1
7-8	Year 3	Lower Key Stage 2 (KS2)	Grade 2
8-9	Year 4	Lower Key Stage 2 (KS2)	Grade 3
9-10	Year 5	Upper Key Stage 2 (KS2)	Grade 4
10-11	Year 6	Upper Key Stage 2 (KS2)	Grade 5

Health and Safety

Safeguarding

ISCS prides itself on its exceptional standards of safeguarding, health, and safety, prioritising the creation of a secure learning environment for all students. Collaborating closely with health and safety experts, ISCS schools maintain a firm commitment to student safety, ensuring that our campus adheres to the highest standards set by Bahrain's local authorities.

In our committed pursuit of the wellbeing of our school community, our dedicated academic teams have implemented both in-person and distance learning options, meticulously designed to foster a safe and joyful learning environment. This approach allows us to cater to the unique needs of each student while upholding our stringent safety measures. We believe that by combining advanced safety protocols with engaging educational experiences, we create an environment where every student can thrive, learn, and succeed.

At the ISCS Bahrain, we hold a strong commitment to the safeguarding and protection of children in all aspects of their education. Our measures align with the rigorous standards set forth by UN articles and international law, in addition to adhering to the local authority's guidance. Furthermore, our safeguarding policy draws on the latest guidance provided by the Department for Education in the United Kingdom, closely following the principles outlined in the Keeping Children Safe in Education framework.

Our Safeguarding and Child Protection Policy serves as a clear declaration of our dedication to both the prevention and intervention of any issues that may compromise the safety and wellbeing of our students. We view the implementation of these measures as paramount, ensuring that every child entrusted to our care can learn and thrive in an environment that prioritises their security and protection above all else.

The Health and Safety Team

ISCS has Designated Safeguarding Leads (DSLs), who are specific individuals, often staff members, appointed to take lead responsibility for safeguarding and child protection within the educational setting. The DSLs are entrusted with ensuring the safety and wellbeing of the students in our care and have the authority to report any cases of abuse or suspected abuse to the Child Protection Centre. By having a dedicated professional focused on safeguarding, schools can more effectively identify and respond to potential issues, provide appropriate support to students, and work collaboratively with external agencies to protect children.

Students pick up and drop off procedure

At ISCS Bahrain, we have established a structured and safe process for dropping off and picking up students.

Early Years Foundation Stage (EYFS) Students:

- **Drop-Off:** EYFS students should be dropped off directly at their classrooms no earlier than 7:30 am.
- **Pick-Up:** They should be collected from the same location at 1:00 pm daily.

Primary Students:

- **Drop-Off:** Primary students should be dropped off at the designated front playground area no earlier than 7:30 am, where they will be collected by their class teacher.
- **Pick-Up:** Pick-up will occur at the same location at 2:10 pm from Sunday to Wednesday and at 1:20 pm on Thursday. Designated areas in the playground will be marked for each class to line up.

Important Notes:

- Due to the hot weather and limited supervision before 7:15 am, we kindly request that children are not dropped off any earlier. If you arrive early, please stay with your child until the supervisors are present on the playground.
- A register will be taken every morning and during pick-up to ensure student safety.
- Year 5 and 6 students need written, signed consent from parents to collect their siblings. A form for this can be collected from reception. Upon completion, students will be given a lanyard that must be worn daily.
- Additional details about an Early Risers Club, offering drop-off before 7:30 am, will be shared as the school year approaches.

Your cooperation is appreciated in ensuring a safe and efficient drop-off and pick-up process for all students.

Bus Transportation

ISCS is in partnership with Almoayyed Transport Services, which will provide safe and reliable school transport for our students. The fleet of buses are equipped with modern safety features and operated by trained and certified drivers. Almoayyed Transport Services strictly adhere to local regulations and guidelines, ensuring the highest standards of safety during transportation.

At the end of each day, the buses undergo thorough cleaning and sanitization procedures, maintaining a clean and hygienic environment for all passengers. This commitment to cleanliness not only aligns with health and safety standards but also provides a comfortable and pleasant commuting experience for our students.

We take pride in offering a transport service that parents can trust, allowing your children to travel to and from school with confidence and peace of mind.

Here are the expectations of students using the school bus transport service:

- Be on Time: Arrive at the bus stop a few minutes early to ensure you do not miss the bus.
- Wait Safely: Stand back from the curb and wait until the bus comes to a complete stop before approaching.
- Boarding/ Exiting the Bus: Line up and board/ exit the bus in an orderly manner without pushing or shoving.
- Respect the Driver and Bus Attendant: Always follow the bus driver's and bus attendant's instructions.
- Stay Seated: Once on the bus, find a seat quickly and remain seated for the entire ride.
- Seat Belts: Wear seat belts properly at all times.
- Keep Aisles Clear: Keep bags and other items out of the aisles to prevent tripping hazards.
- Be Polite: Speak quietly and use respectful language. Avoid yelling, screaming, or making loud noises that could distract the driver.
- Respect Others: Treat fellow students with kindness and respect. Bullying or harassment will not be tolerated.
- No Eating or Drinking: To keep the bus clean and safe, avoid eating or drinking while on the bus.
- Keep the Bus Clean: Dispose of trash properly and do not leave litter behind.
- Stay Inside: Keep hands, arms, and head inside the bus at all times.
- Report Issues: Inform the bus driver or school staff if there are any problems or concerns during the bus ride.

For more information regarding bus transport, please email registration@iscs.bh.

Emergency Drills and Procedures

ISCS implements various emergency drills and procedures to ensure the safety and preparedness of students and staff in the event of different types of emergencies. These drills help to familiarize everyone with the actions they need to take during an actual emergency. Regularly conducted emergency drills ensure that students and staff know what to do and where to go during various emergencies, also helping to minimize panic and confusion. These drills also allow schools to evaluate their emergency plans and make necessary adjustments to improve safety and preparedness. Here are some common types of emergency drills and procedures that ISCS performs:

Fire Drill

To ensure a safe and orderly evacuation of the building in case of a fire.

Procedure:

- The fire alarm is sounded.
- Students, staff and parents follow designated evacuation routes to exit the building.
- Everyone assembles at predetermined locations outside the building for roll call. Students are lined up in their designated class's area, which is clearly labelled.

The all-clear signal is given once the building is confirmed safe to re-enter.

Lockdown Drill

To protect students and staff from threats inside or immediately outside the building, such as an intruder.

Procedure:

- An announcement is made to initiate the lockdown.
- Students and staff lock doors, turn off lights, and move away from windows.
- Everyone remains quiet and out of sight under a designated safe zone until the all-clear signal is given by authorities or school administrators.

Healthy Eating and No Nuts Policy

ISCS Bahrain recognises the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards. It also recognises the role the school can play, as part of a larger community within Bahrain in promoting family health and sustainability in food and farming practices and production.

We are committed to encouraging and developing positive attitudes towards food and a healthy diet. We recognise the importance of offering children the opportunity to make informed choices about what, when where and why they eat. We believe that adults (staff and parents) should be role models and support the children in understanding how balanced nutrition contributes to a person's health, happiness and general wellbeing. As eating represents a social time for children and adults and helps children to learn about healthy eating, we encourage parents and carers to continue emphasizing the importance of healthy eating at home as well as in school.

Parents are to update the clinic of any changes in their child's medical and dietary needs to ensure we can facilitate their child's safety.

To protect children with food allergies, we encourage children not to share or swap food with one another.

We are a nuts free school. Please read labels carefully to ensure that your child's snack does not contain any form of nut or nut product – this includes all forms of solid/chopped nuts, nut spreads, and nut by-products such as nut oil.

Foods we encourage our students to bring in include cut up fruit (apple, melon, banana, etc.), avocados, cereal bars, yoghurt (fruit only, no chocolate flavours), chopped vegetables (carrots, cucumber, etc.), sandwich with filling, meat. Cheese, fruit juice, water and milk.

ISCS discourages foods with a high percentage of sugar. Energy drinks and fizzy drinks are not permitted in school.

Foods we discourage our students to bring in include pizza, chicken nuggets, fast/ deep fried foods, crisps, chips, burgers, sweets, biscuits, cakes, muffins, chocolate, fizzy drinks, chocolate milk, chocolate yoghurt, processed meats/ sausages, and chocolate biscuits.

Hot Weather Protocol

Please make sure that your child brings a water bottle to school each day and a cap during the summer months (May - September). We encourage students to drink water during class time and in the playground to remain hydrated. Please make sure your child's water bottle is clearly named and labelled, washed and refilled each day before school. Water bottles can be filled at the school from the water dispensers.

The Heat Index, sometimes referred to as the apparent temperature, is a measure of how hot it really feels when relative humidity is factored with the actual air temperature. The heat index is monitored by The School Clinic Team and School Operations Team, especially

during summer months (May to September), and depending on the heat index reading, the below steps must be followed:

- **Heat Index between 35 and 40:**

Outdoor Physical Activity: Students who do not have a hat and water bottle will forfeit participating in physical activity and will be provided with alternative work. Teachers are to use discretion in modifying activities so that students participate in moderate-lower intensity activities. Regular water breaks will be offered.

Breaks & Lunchtime: Students are advised to stay under shade during breaks and lunchtimes. Discretion advised.

Swimming: Swimming may continue as normal.

- **Heat Index between 40 and 45:**

Outdoor Physical Activity: Lower intensity activities are to be included only and for a short period. 5-minute water breaks will be taken between activities.

Breaks & Lunchtime: Students will remain within shaded areas during breaks and lunchtime but preferably indoors.

Swimming: Swimming may continue as normal provided sufficient shaded areas are available. 5-minute water breaks will be taken between activities.

- **Heat Index above 45**

Outdoor Physical Activity: If the temperature and humidity move into 'serious danger' and 'death danger' according to the heat index, any physical activity outside will be stopped.

Breaks & Lunchtime: Students should be moved into an indoor space with air conditioning. No physical activity will take place.

Swimming: Swimming may continue, for a heat index up to, but not exceeding a heat index of 47. A risk assessment will be completed for this additional access to swimming and shared with all relevant stakeholders and approved by the School Principal. When swimming at a heat index between 45 and 47, teachers will ensure students have their water bottles and are pre-hydrated prior to the activity and regular 5-minute water breaks are taken during the activity. There will be no instances of students standing or waiting on the poolside – alternative arrangements will be made for them. Where the heat index is reading 47.1 and above, swimming will be stopped.

School Nurse

If your child is unwell and will not be in school, please contact your child's class teacher directly via Edunation prior to 7:30 am. A medical note is needed if a child has been off school with a contagious illness before the child rejoins the class.

First Aid staff / School Medical Team are on duty for medical emergencies and daily school incidences. You will be notified via a notification from Edunation if your child visits the school nurse clinic during the day. In the event your child needs to go home or to hospital directly from school you will be notified by phone. In the event we cannot reach you, your emergency contact will be notified.

Please inform the School Nurse of any medical conditions prior to your child starting school. Other notes:

- Please note that if your child has vomited or had an upset stomach in the night or a temperature above 38 degrees centigrade, on their way to school, or in school, they are required to remain off school for a full school day.
- Please note that school policy requires all students who have evidence of head lice/nits to be treated and clear prior to returning to school.
- Please inform the school nurse when your child has a vaccination so we can update your records.
- The school Nurse will share relevant information regarding up-to-date medical records. We thank you in advance for supporting us in collating all of the relevant information required.

In case you need to contact the school nurse directly, please email nurse@iscs.bh.

Student Life

British Curriculum

The British National Curriculum is meticulously structured to cater to the needs of every student, stretching the academically gifted while supporting those requiring additional assistance through tailored teaching and learning activities. It fosters curiosity and engagement in all students, regardless of their interests or abilities. Through this curriculum, we identify, celebrate, and nurture the talents and intelligences of our students.

British education is renowned for its emphasis on holistic development. While academic learning is crucial, it is not sufficient on its own. Young individuals need to explore and understand the world around them, develop critical thinking skills, form opinions, cultivate relationships, engage in physical activity through sports and physical education, and gain experience in assuming responsibility.

In the British education system, students are encouraged to learn through questioning, problem-solving, and creative thinking rather than mere memorisation of facts, equipping them with analytical and creative thinking skills essential for the workforce. A range of teaching and assessment methods aimed at fostering independent thought and mastering subject matter is employed.

Finally, the British education system has garnered global acclaim for its quality, enjoying recognition and reverence worldwide and has proven to be one of the best curriculums across the world. A significant advantage lies in its adaptability; students can seamlessly transition between countries or return to the UK without disruption.

English

The study of English at ISCS is a bespoke programme of study which aims to support children in becoming confident speakers, balanced readers and to have the skills to write for specific purposes. At ISCS, we explicitly teach Speaking and Listening, Reading and Writing. Our principal aim is to develop children's knowledge, skills and understanding in English and ensure that the children then transfer these skills into all subjects.

Our aim is to develop children's communication, language and essential English skills. We ensure that they have the ability to listen, speak, read and write for a wide range of purposes, subsequently ensuring that they have the tools of language to learn and communicate ideas, views and feelings confidently. We believe that the ability to communicate gives children the capacity to participate more fully in their society and become skillful communicators. Working together with others leads to the wider development of social relations, which include friendship, empathy and sharing emotions. We encourage the children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures, features, and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Speaking and Listening

Spoken Language underpins the development of Reading and Writing; therefore, our English Curriculum is designed to continually develop children's confidence and competence in Speaking and Listening skills. We focus on developing the capacity to explain their understanding of books and other reading, to prepare their ideas before they write using the 'Talk4Writing' approach, as well as teaching them to understand and use the conventions for discussion and debate.

Reading

At ISCS, we are extremely proud of the way we teach Reading and are committed to developing 'Balanced Readers'. The skills of reading are taught explicitly using our 'ISCS Reading Strategies' so that children can comprehend on three different levels. We have a wonderful bank of reading resources, online and physical, which support readers at all levels and reflect the international nature of our school. ISCS strives to promote a love of reading throughout the whole school, from FS1 to Year 13. Students are immersed in reading through 'Silent Reading' during form time, Shared Reading lessons, 'Story-Telling time' by the class teacher just before home time, and Library sessions.

Writing

In Writing, it is important that children are exposed to a wide range of different text types. Our aim at ISCS is to enable children to write with confidence, fluency, accuracy and meaning in narrative and non-fiction across a wide range of text types. We support children to increase their ability to use planning, drafting and editing to improve their work and the work of their peers. A balance of modelled, guided and independent strategies are used to support and extend learning, focusing on grammar, spelling, vocabulary and sentence structure. This approach is highly supportive to all children, especially EAL and SEND. Writing is assessed regularly, and teachers effectively use assessment information to inform planning to ensure that children are always meeting their full potential.

Spelling

At ISCS, we are incredibly proud of our innovative approach to Spelling! We treat spelling as a problem-solving activity, not just a list of words to learn off by heart. We know that to be successful spellers, we need to learn four spelling knowledges. These are: phonological, visual, etymological and morphemic. These knowledges give our children the tools they need to learn how to spell practically any word! All our children from Year 1 – Year 6 practice learning these spelling skills both in the classroom and at home as part of their Home Learning. All of our classrooms have specially designed 'Word Windows', which helps to make learning spellings fun and exciting.

Phonics (Key Stage 1)

Read Write Inc. is a popular phonics scheme in the UK. Like all phonics schemes, it teaches children the sounds in English, the letters that represent them, and how to form the letters

when writing. Read Write Inc. Phonics includes reading books written using only the letters they have learnt at each level (and a small number of separately taught tricky words). The children will quickly feel confident and successful. Our children will be starting to read using the following procedure and be at one of these stages: Learning Set 1 Speed Sounds, Learning to Blend Set 1 Speed Sounds, Learning Set 2 Speed Sounds, Learning Set 3 Speed Sounds, Reading Books with Set 1, 2 and 3 Speed Sounds.

Mathematics

A high-quality Mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation for the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

ISCS teaches a bespoke curriculum. Using the Mathematics curriculum of England, tailored with the latest research of Mathematics Mastery, the focus is on securing a greater depth of understanding in the subject. The children are provided with opportunities to develop their ability to calculate fluently, to reason and solve problems through application of knowledge and transferable skills. Mathematics is essential to everyday life so real-life application is incorporated through cross curricular links, particularly with STEAM. This gives the children an opportunity to see purpose within Mathematics and use real-life examples to deepen their understanding and inform them of the necessity for mathematics in everyday life.

ISCS aims to provide more personalised opportunities for all children to achieve their potential. This is achieved through careful and thorough planning of the whole unit of work, as well as modelled teaching and differentiated activities. At ISCS, children are encouraged to take ownership of their learning by giving them the autonomy, together with teacher guidance, where necessary, to move through the learning activities at a challenging pace appropriate to their current level of understanding against the learning objective. Children work independently and collaboratively, in pairs and groups, which exposes all children to a higher level of vocabulary and reasoning and provides opportunities for children to be supported and to be supporters of their peers. Lessons are carefully planned, and questions differentiated using Bloom's language of learning to develop higher order thinking skills and depth of understanding to ensure that tasks match individual needs.

The annual ISCS Math Day/ Numeracy Day celebrates the subject of mathematics and provides the children with an exciting opportunity to showcase their mathematical knowledge, skills and understanding within a different purposeful context. Children are also given the opportunity to represent ISCS in many regional, National and International Mathematics competitions.

Science

At ISCS, we adopt a practical and applied approach towards learning in science. Children are encouraged to believe they are thought creators and investigators who explore, question, discover, discuss and explain concepts.

Science is taught as a specialist subject with dedicated Science lessons in class as well as in a bespoke, well-equipped Science Lab, through the implementation of the Pearson

International Science scheme of learning. We aim to stimulate a child's curiosity to gain an understanding of natural phenomena; thus, developing children's scientific knowledge and an understanding of the world around them. Learning opportunities in science allow children to develop reasoning and thinking skills to problem solve, communicate effectively, work cooperatively and use technology to become 21st Century learners. Children learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national and global level.

The aims of the National Curriculum for Science are to enable children to:

- ask and answer scientific questions
- make predictions
- develop skills through scientific enquiry and planned investigations
- use appropriate scientific equipment to aid enquiry, including technology
- evaluate evidence
- present their conclusions clearly and accurately
- know and understand the life processes of living things
- know and understand materials and their properties
- know and understand the physical processes of materials, electricity, light, sound and natural forces
- know about the nature of the solar system, including the earth
- understand current world issues such as Global Warming/Environmental changes, including recycling and how to reduce their carbon footprint

Art and Design

At ISCS, we see Art as a driver of creativity, inspiration and imagination. We ensure that our pupils can communicate what they see, feel and understand through experimentation of colour and technique. We weave art through the curriculum; whether it be through responding to art in English or collaborating our knowledge in Conceptual Learning, allowing our students the opportunities to bring our concepts to life. Self-evaluation of work is fundamental to our pupils' development and is encouraged throughout.

We have the use of sketchbooks to record and develop ideas in order to show the progression of our children's artistic ability. We have also developed our STEAM provision through the introduction of digital art to inspire and provide a fresh approach to art.

Children's work is celebrated and recognised in our very own year group galleries for parents and children alike to view and hopefully be inspired by others. Best pieces of Art are recognised in our Annual International ISCS Art competitions and galleries.

Topic

'Topic' at ISCS involves the study of thematic cross-curricular half-termly topics linking History, Geography, Art and Design, Computing and Science, to allow students to explore subject matter at greater depth and to make better connections between different areas of learning. Studying a main 'topic' each Half Term (with a longer one at the end of the year)

really enables children to develop a better understanding of what they are learning and allows them to have more fun doing it.

Whilst discrete subjects certainly still have their place, every class in ISCS learns cross-curricular topics over an extended period. This provides a deeper understanding of the content being taught and allows students to transfer what they have learnt from one subject to the next. It is more child-centered, skills-focused and allows for more creativity in the classroom. A few topics our ISCS students may cover include The Great Fire of London, Weather, Oceans and Seas, Early Islamic Civilization, Early Advanced Civilizations, Natural Disasters, Rainforests or The Romans.

Physical Education

Physical Education and Sports are central to the educational programme at ISCS. We seek to educate the whole child and Physical Education forms an integral part of the whole school curriculum. It allows students to develop physically, socially, emotionally and cognitively. They learn to work as part of a team, to recognize the abilities of others and to have an enjoyable learning experience.

Physical Education at ISCS aims to help children to:

- Develop confidence and ability in a range of physical skills and activities in an exciting, safe and enjoyable environment
- Learn to co-operate and work with others in group and team situations
- Gain an understanding of the role that Physical Education has on their health, wellbeing and lifestyle
- Develop an understanding of fair play and to accept winning and defeat with equal dignity
- Promote sports and activity as a healthy and enjoyable pastime and encourage participation in physical activity both within and outside of school.

The Physical Education department is very well-resourced, and the school's facilities include a swimming pool, a state-of-the-art 3G Astro-turf all-weather pitch, tennis courts, basketball/ netball courts, a fitness suite/ gymnasium and a large additional indoor Sports Hall. The Physical Education department comprises of highly qualified specialist staff with extensive knowledge and skills across the curriculum.

Physical Education fits well into the whole structure of sport at ISCS, providing foundations and confidence for children of all abilities to pursue their chosen sports through the extensive Extra-Curricular Activities (ECA) Programme. This includes a wide range of sporting ECA's, which are open to all, and a wide range of competitive sports squads. Many children within the squad programme have the opportunity to compete with other schools from across the region at prestigious events held in Bahrain, the Middle East Unity Cup and the ISCS Sports Series.

Computing

The world we live in is rapidly changing due, in a large part, to changes in technology. The way we communicate, gather news and information and even the jobs that are available have been transformed over the past decade. At ISCS teaching pupils to use online technologies safely is of paramount importance and is a fundamental component of our Computing curriculum.

Computing skills are a major factor in enabling children to be confident and we focus on using software tools, designing computer games and explore real world control systems, which enables pupils to experience coding, programming and de-bugging/problem solving.

Additionally, we take a cross-curricular approach to develop and enhance Information Communication Technology (ICT) skills necessary for children to be able to use and explore digital information, research, media, publishing and presentation in a discerning and effective way to empower them to become creative and independent learners.

Through teaching computing and ICT skills, we will equip children to participate actively and safely, using a range of equipment and resources, in an ever-changing world increasingly transformed by technology.

Planning is derived following Kapow Primary Computing Scheme of Work which includes half termly units of work. The units follow the themes of Using Technology Safely, Coding and Programming, Computing Systems and Networks, Creating Media, and Data Handling. Resources are planned to ensure safe and suitable content. Termly consultant support is used to make sure that the planning and content remains current, relevant and appropriate.

PSHE (Personal, Social and Health Education)

The ISCS PSHE programme is a whole school approach to teaching Personal, Social, Health and Economic Education (PSHE). It covers a range of topics throughout the year, which the whole school focuses on at the same time. A few topics are Global Citizenship, Health and Wellbeing, Economic Wellbeing and maintaining Positive Relationships with those around them. ISCS also teaches some basic tools for helping the children to be calm and focused. There is considerable research evidence that Social Emotional Learning (SEL) improves students' social development and mental health but also can strengthen their academic achievement.

Our weekly assemblies are a good way to foster positive character development while developing the culture of the school. Some of our assemblies are used to introduce new units from the PSHE program. They also have a Values focus, Hadith of the Week, student participation/ presentations, celebratory work, Golden Tickets and Values awards.

Arabic and Bahraini MOE Curriculum

Teaching and learning the Arabic language hold an integral place at ISCS. We aim to enable each student to develop a good understanding of the language, eventually being able to speak and write it fluently.

During Arabic lessons in Foundation Stage, children are exposed to the sounds and letters in Arabic through song and rhyme and other fun continuous provision activities, all of which are aimed at developing early language skills in Arabic. Naturally, children really enjoy learning and singing songs and have fun doing rhythmic activities while reciting rhymes.

For Arabic Education, we teach Arabic for Arabic Speakers (Arabic A) and Arabic for Non-Arabic Speakers (Arabic B). At ISCS, there are dedicated Arabic teaching rooms for the Arabic B students to learn in and an additional room for enrichment. Arabic A students are taught in their classroom. During the year, the children celebrate many different occasions, for example National Day and Arabic assemblies, which are integrated into the Arabic teaching. To enhance the children's ability to understand, we utilize different teaching methods such as playing Arabic games, drama, art and crafts, projects and presentations for our students to complete. To assist learning, Arabic stories are used to teach children the language using books, the Internet, iPads and smart boards.

Islamic Education

The vision of Islamic education presented at ISCS makes a fundamental distinction between teaching about "Islam" and teaching about "being Muslim." The goal of Islamic education is not to simply fill students' minds with information about Islam, but rather to teach them about being a righteous Muslim.

Through their Islamic Education, children increase their knowledge of Islam using the stories of prophets and learn about such things as the manners of living a Muslim's life, the five pillars of Islam and Islamic faith and morals, enabling them to effectively apply them to their contemporary lives. Religious occasions such as Eid al-Fitr and Eid al-Adha are observed so that children realize their importance and value. A focus on Faith and Identity, Humanity and the universe is also built into the curriculum to ensure a foundation for well-rounded and responsible world citizens. A key feature of the curriculum is intended to build student understanding, appreciation and respect of the role Islam holds in the society.

Bahraini Citizenship

Bahraini Citizenship is an academic subject that encompasses the study of Bahrain's history, geography, culture, economy, and political structure. It provides a comprehensive understanding of the nation's development and its place in the regional and global context. The subject delves into Bahrain's rich heritage, tracing its evolution from ancient civilizations to the modern state. Students explore key historical events, influential figures, and cultural practices that have shaped Bahraini society. The course also examines the country's diverse geography, including its islands, climate, and natural resources. Through

Bahraini Citizenship, students gain a deeper appreciation of their national identity and the dynamic factors influencing their society.

Quran Program

ISCS is unique in its implementation of the study of the Quran for its students. The aim of the Quran department at ISCS is to instill Islamic values and ethics based on the teachings of the Holy Quran, which will guide our students in every aspect of their educational and personal lives. The school understands that high academic performance must go hand-in-hand with Islamic learning. Our students can make big-picture connections between topics they learn in class and the real-life Quranic teachings that apply to them. The study of the Holy Quran and the values it imparts are beneficial to children, not only as a subject, but also as a source of moral guidance.

Students learn Tajweed, as well as undertake a unique bespoke Hifz programme, while learning the many duas mentioned in the Quran and Sunnah. Students excelling in their Quranic studies have the opportunity to recite to Sheikh Salah Bukhatir and participate in the ISCS Quran Competition.

Assessments

At ISCS, students are assessed formatively, summatively and on an interim basis. Therefore, students are not only assessed by summative assessments, but students could also be assessed via individual and collaborative project work, written pieces, teacher observations, verbal presentations and other innovative ways. These are called interim assessments and occur at regular points throughout the term.

Summative assessments only occur twice in the year (once at the end of term 1 and once at the end of the year). Student progress is logged internally and communicated to the students and parents via Eduration reports and parent meetings. We also use reading benchmarking and phonics assessments (Primary).

At the end of the year, students in Year 3 to Year 6 also complete National standardised GL progress tests to measure their progress from the year in English, Mathematics and Science.

Primary School Books

Students will receive their books during their first week at school. The books that students receive will be a combination of blank student notebooks and UK nationally accredited textbook/ practice books, as well as Bahraini Ministry Curriculum textbooks. The textbooks that students will receive will include:

- 1 library book
- 1 levelled reading book
- 1 Pearsons PowerMaths Textbook

- 1 Pearsons PowerMaths Practice Book
- 1 CGP Timetables Practice Book
- 1 Pearsons Primary Science Textbook
- 1 Pearsons Primary Science Practice Book
- 1 CGP Handwriting book
- 1 Arabic Textbook
- 1 Islamic Textbook
- 1 Juz Quran

Primary School Equipment Requirements

Our ISCS students are expected to bring into school a full pencil case with the required equipment listed below. This is to ensure they have everything they need and that the progress they make during lessons is not impacted. Parents should check their child's pencil case is full before the start of every week.

- Regular HB writing pencils
- Ink pens: black, blue, green, purple
- Colouring pencils
- Felt tip pens
- Highlighters
- Eraser
- Pencil sharpener
- 30cm ruler
- Glue stick
- Child-safe scissors (with a round tip)

Primary Home Learning

There will, at times, be home learning activities set by the teacher to promote a student's confidence in fully acquiring new learning. We ask that parents support their children and their learning to ensure these tasks are completed in a timely fashion, as stated by the teacher. This reinforces new knowledge, whilst also promoting key organisational skills especially required to develop throughout Upper Primary. Homework for all subjects will be found under 'Assignments' on Edunation. Homework will include:

- Choose an English activity on the 3x3 grid
- To spend 10-15 mins a day reading library/ levelled guided reading/ phonics book.
- To read online reading book (Oxford Owl for Year 1&2/ Bug Club for Year 3-6)
- To complete a few questions from the PowerMaths Practice Book.
- To complete a few questions from the Pearson Primary Science Practice Book.
- To continue memorizing surahs being learnt in class.
- To read online Arabic reading book on 3asafeer.
- To memorize weekly English Spelling words.
- To memorize weekly Arabic Spelling words.

Learning in EYFS

EYFS, short for Early Years Foundation Stage, is a series of guidelines on the learning and development of children up to five years old. It is the Early Years Curriculum of England, and it is one of the most prominent curriculums across the world for young children.

In England, these guidelines are set by the UK government, and it is mandatory that all nurseries and schools follow the EYFS standards. Schools follow EYFS when a child is in FS1 or FS2 class, before moving onto Key Stage 1 Primary in Year 1.

The EYFS curriculum covers seven key areas of learning deemed essential for a child's early years development. Each term, the FS class teacher will cover skills in each of the seven areas towards the child's Early Learning Goals (ELGs).

Communication and language

Often learned through roleplay, children might practice listening to others, listening to stories, using descriptive language to express themselves or tell a story, or expanding their vocabulary.

Early Learning Goals:

Listening: To listen during larger and smaller group discussions, clarify their understanding of what they have heard with comments and questions and hold back and forth conversations.

Speaking: To express their ideas, feelings and explanations, using new vocabulary, different tenses.

Activities to support learning:

- Roleplay
- Listening to others sharing experiences and opinions
- Listening to stories
- Using descriptive language to express themselves or tell a story
- Learning new words to expand their vocabulary

Physical development

Early Learning Goals:

Gross motor skills: Develop balance, coordination and the ability to negotiate obstacles and use their strength in a controlled way, plus to confidently use movements like running, jumping, hopping and skipping.

Fine motor skills: To properly hold and use a pencil, plus other small tools like pens, paintbrushes, knives, forks, spoons, scissors etc.

Activities to support learning:

- Games that involve running, jumping, throwing and catching

- Using equipment such as climbing frames
- Older children might also discuss healthy living and how they feel after exercise
- Drawing, colouring, painting and crafts
- Eating independently using cutlery
- Personal, social and emotional development

Personal, Social and Emotional Development (PSE)

Early Learning Goals:

Self-regulation: Learn to recognise their own and others' feelings and how best to respond, learn to follow instructions and control their impulses and behaviour.

Managing self: Building independence and perseverance, understanding right and wrong and that rules are there for a reason, learning about personal hygiene and healthy habits.

Building relationships: To cooperate with others and be sensitive to each other's needs, to form positive relationships and friendships.

Activities to support learning:

- Practicing sharing and taking turns
- Following instructions and rules and understanding why
- Exploring their own needs, interests and feelings
- Learning about and respecting each other's differences
- Practicing independence and self-care

Literacy

Early Learning Goals:

Comprehension: Show that they understand stories being read to them by retelling and discussing the story in their own words, confidently use vocabulary they have learned in stories, rhymes, poems etc.

Word reading: Be able to say a sound for every letter of the alphabet (such as 'puh' for P) and some digraphs (such as 'thuh' for th), read some words using this skill.

Writing: Write letters and some simple words and sentences.

Activities to support learning:

- Singing nursery rhymes to explore rhymes and syllables
- Learning the alphabet and digraph sounds verbally
- Matching sounds with the letters of the alphabet
- Writing some letters, their names and other simple words

Math

Early Learning Goals:

Number: Understand how to say and write 1 -10 in order, be able to recognise 1, 2, 3, 4 or 5 objects without counting, know number bonds up to 10.

Numerical patterns: Count past 20, explore and compare patterns and quantities in numbers up to 10.

Activities to support learning:

- Counting
- Identifying and drawing shapes
- Adding, subtracting, multiplying and dividing using objects
- Learning about weights and measures

Understanding the World (UoW)

Early Learning Goals:

Past and present: Learn about and discuss others' lives and roles in the community and society, learn about the past and compare how things were then to now.

People, culture and communities: Describe their own environment and culture and be able to compare it with those in other cultures, faiths and countries.

The natural world: Explore the natural world and understand what is natural and what is man-made, understand changing seasons and weather and the effects they have.

Activities to support learning:

- Exploring their senses of sight, smell, taste, hearing and touch.
- Learning about nature and seasons, often outdoor learning in a local park or woodland.
- Looking at maps.
- Exploring cultures, religion and cultural and religious festivals.
- Practical experiments with science, such as seeing which objects float in a tub of water.
- Using computers or other technology to begin children's technical skills.

Expressive arts and design

Early Learning Goals:

Creating with materials: Explore different materials, textures and techniques for creating art and explain their process; use props effectively in roleplaying and storytelling.

Being imaginative and expressive: Create and tell stories of their own, sing nursery rhymes and songs from memory.

Activities to support learning:

- Painting, messy painting, drawing and crafts
- Making music and singing
- Dancing, independently and as a group
- Roleplaying known stories (such as fairy tales) and their own stories

Development Matters

In 2012, with support from the UK Department of Education, Early Education launched a document for early years practitioners that detailed non-statutory guidance that supports them in implementing EYFS. The guidance helps early years practitioners to plan their curriculum, with emphasis on the four characteristics of effective learning.

These are:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

Discovery Room

Our Discovery Room, an Early Years Foundation Stage (EYFS) Continuous Provision Room, is a dynamic and thoughtfully designed space that caters to the developmental needs of young children.

The room is divided into distinct areas, each dedicated to different types of play and learning, such as a role-playing area, reading corner, art station, construction zone, and sensory area. The areas set up as different real-life scenarios (e.g., a kitchen, a shop, a stage) to promote cooperative play and social skills. The layout allows children to move freely and safely between different zones. Materials and resources are stored at child height to promote independence and self-selection, such as a range of toys that support various types of play, including imaginative play (dolls, dress-up clothes), construction (Lego, building blocks), and fine motor skills (puzzles, threading beads). You will also find cozy corners with soft furnishings where children can retreat and relax, supporting their emotional regulation. And finally, a seamless integration with an outdoor area that extends learning opportunities, offering activities such as gardening, water and sand play, and exploration of nature.

Extra-Curricular Activities (ECAs)

We understand the importance of nurturing the individual passions and dreams of our students. That's why we offer a multitude of opportunities for them to explore their interests and develop their talents.

Our extensive range of extra-curricular programs encompasses sports, fitness, arts, Quran, drama, science and clubs. These activities not only enrich their experience but also foster personal growth, leadership skills, and a sense of camaraderie among peers. Extra-Curricular clubs will include:

- Tiny Titans Fitness
- Nature Discovery Club
- Quran
- Creative Creations Art Club
- Football
- Netball
- Swimming
- Reading Rockets Library Club
- Nature Nurturers Gardening Club
- Stage Stars Drama Club
- Mighty Movers Fitness
- Mad Science
- Coding

Pastoral Care and The ISCS House Point System

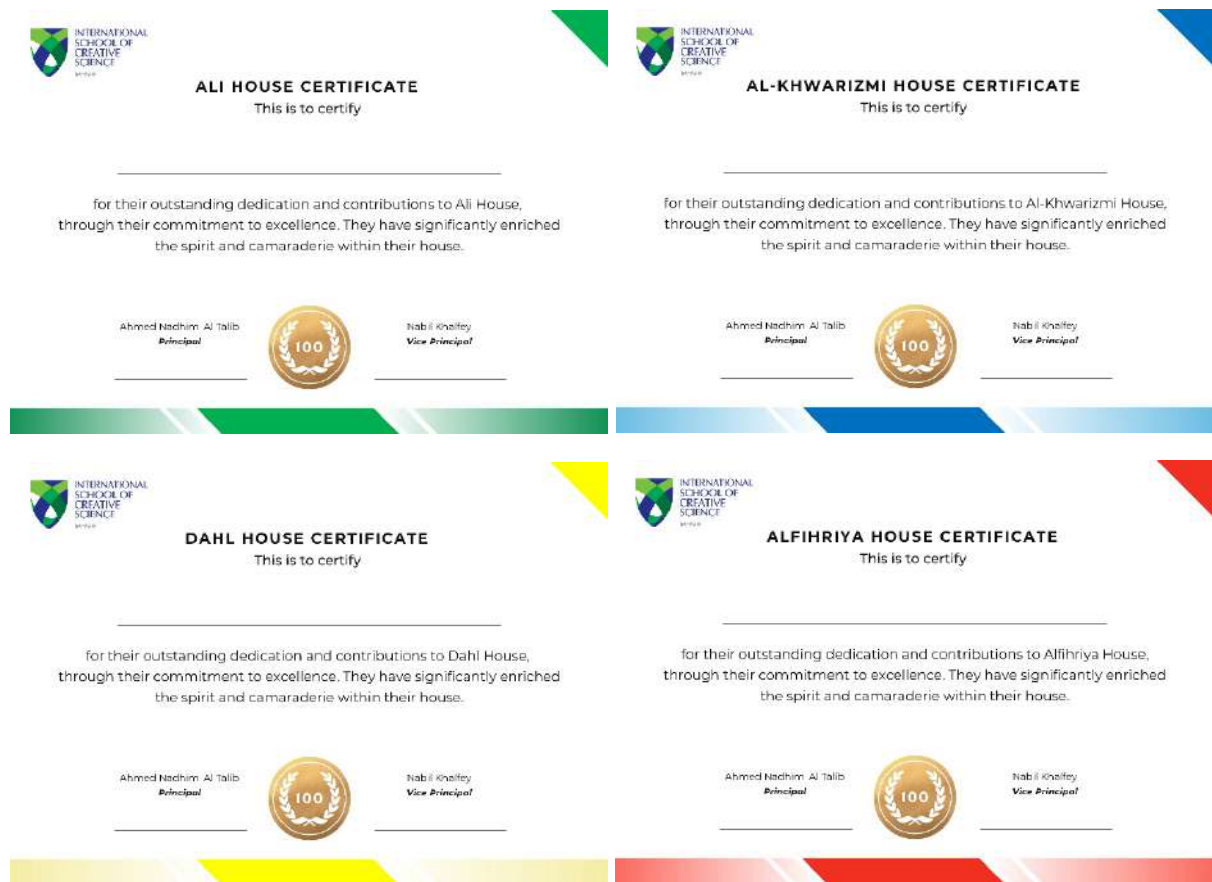
At ISCS, we pride ourselves on helping students achieve academic excellence by supporting them at each stage of their development. To meet this objective, we provide outstanding pastoral care to every learner in our student body.

All staff at the school are committed to the ethos of 'whole child development'. We recognise the importance of creating optimal conditions so that each student can maximise their potential. In addition to the staff at the school, who are responsible for safeguarding our student community, children are also supported by a dedicated school counsellor.

At ISCS, we seek to create an environment in the school which encourages and reinforces good behaviour. Our aims are:

- to define acceptable standards of behaviour.
- to encourage consistency of response to both positive and negative behaviour.
- to promote self-esteem, self-discipline and positive relationships.
- to ensure that the school's expectations and strategies are widely known and followed.
- to encourage the involvement of both home and school in the implementation of the behaviour policy.
- to show appreciation of the efforts and contribution of all.

At ISCS, students will be placed in to one of four houses:



House Points can be awarded to students by any member of staff for above and beyond behaviour, attitude to work, effort, promoting values, etc. This encourages students to work as a member of a team towards a common goal.

House Points are awarded on Edunation, and parents and students can monitor how many House Points they have through their Edunation account. House Points are tallied towards each House and accumulated at the end of each term to see which House has the most points. There are various prizes for students who achieve many House Points.

Celebrating Achievements

Student certificates for achievement are crucial for recognizing and motivating students, giving them tangible proof of their hard work that can be proudly displayed. These certificates encourage friendly competition and goal setting, helping young learners develop important skills like perseverance and time management. They also involve parents and the community, reinforcing the importance of education and contributing to a positive school culture that values effort and learning. Ultimately, these certificates boost students' confidence and set the foundation for their future academic and personal growth.

During Assemblies each week, various certificates are awarded for outstanding performance. One of these is a Golden Ticket, which is awarded to one student from each class each week for above and beyond behaviour, attitude to work, effort, promoting values, etc. A section of the Golden Ticket is then torn off and placed in a box in the principal's office. At the end of the term, the principal chooses a number of golden tickets at random from the box and the winners win a larger prize.



Other awards that can be achieved by students include:

- Promoting school values
- Achieving 100/ 150/ 200/ 500 House Points
- Outstanding performance on Special Days (Sports Day, Enrichment Days, etc)
- Outstanding Readers
- Highest Achiever
- Most Progress made

Negative Behaviour

The school expects students to behave responsibly, both in and out of uniform, and sanctions will be applied to those who do not. These sanctions aim to help students understand and correct their behaviour.

Negative behavior is categorised into two types: Low Level Disruption and Serious Behaviour Incidences. Low-level disruptions include talking out of turn, being slow to start work, disrespect, uniform issues, and distracting others. Serious behaviour incidences involve actions that threaten school security, abusive language, physical harm, bullying, cheating, truancy, property damage, aggression, and any other actions deemed serious by the staff.

Sanctions follow a progressive order based on severity:

- Expression of disapproval and reminder of expectations.
- Verbal warning.
- Seat change.
- Removal of privileges or reflection time.
- Incident reporting on Education and parental notification.
- Referral to the Phase Leader and a parent meeting for repeated incidents.
- Behaviour contract and placement on School Behaviour Report for repeated incidents.

- Temporary suspension from school events.
- Internal isolation with follow-up parent meeting for persistent behaviour.
- Temporary school suspension as per Ministry of Education guidelines.

Canteen Services

The canteen at the ISCS Bahrain is fully equipped and will play an important educational and socio-cultural role. The purpose of the canteen is to promote healthy eating habits by providing a wide variety of nutritious food and drinks. It encourages courtesy and basic etiquette among young learners.

Our online canteen app **Hot Oven** makes it easier for parents and students to pre-order the meals, and our dedicated staff delivers the packed meals to students inside the class or prepares meals for collection at the collection counter in the School Restaurant. Parents can also opt to top up a balance in their Hot Oven Wallet on their Hot Oven app, allowing students to choose from the selection of items on display in the School Restaurant during Break and Lunch times. Health and Safety precautions are implemented.

Student Leaders

Student leaders are essential in creating a positive school environment by serving as role models and fostering a sense of community and school spirit. They develop critical skills like communication, organization, and problem-solving, and represent their peers' concerns to the administration. By organizing events and encouraging participation, they build a supportive and inclusive atmosphere. Leadership roles teach responsibility, accountability, and innovative thinking, preparing students for future leadership positions. Overall, student leaders promote ISCS values such as courage, integrity, collaboration and compassion, significantly contributing to a cohesive and engaged school community.

Student Leader opportunities at ISCS include:

School Council: The Student Council helps share ideas, interests, and concerns with teachers and institute administrative authorities.

Class Monitors: A class monitor is an individual who is appointed by the teacher as the representative of the classroom. A class monitor is responsible for passing out papers in their classroom, taking attendance and other duties as requested by the teacher.

Anti-Bullying Ambassador: An anti-bullying ambassador understands the true definition of bullying and believes that bullying behaviour is not acceptable and should not be part of everyday life at school. They support others and are upstanders against bullying behaviour and a support network for their peers.

Library Monitor: Library monitors work with the librarian to help the library run smoothly and provide an opportunity for pupils to be active in decision making about what the library offers. Library Monitors help with a wide range of tasks from tidying the shelves to creating displays and issuing books.

Digital Leader: Digital Leaders, part of a school team, support and enhance ICT use. Their tasks include testing new resources, sharing expertise, setting up equipment, leading Computing Clubs, assisting teachers, and ensuring safe technology use.

School Competitions

School competitions play a vital role in fostering students' personal and academic growth. They provide an opportunity for students to showcase their talents, skills, and knowledge in various areas, encouraging a spirit of healthy competition and excellence. Participating in competitions helps students develop important life skills such as critical thinking, teamwork, communication, and time management. Additionally, competitions motivate students to set and achieve goals, boosting their confidence and self-esteem. They also promote creativity and innovation, as students often must think outside the box to solve problems and present their ideas. By engaging in these activities, students build resilience and learn to handle both success and failure gracefully.

Internal school competitions throughout the year include:

- Quran Memorisation Competition
- Spelling Bee
- Math Olympiad
- Sports Day
- Art Competition
- Reading Challenge
- Talent Show

Stay and Play (EYFS)

Our Stay and Play sessions are a safe and exciting way of introducing your babies and toddlers (0-3 years old) to our school. Come along and join in with other parents/carers and toddlers for a morning of fun and games. A wide range of activities and resources will be on offer with a story, a sing song and a snack. We look forward to seeing you with your toddlers. Stay and Play sessions occur once a week in the morning. Please contact EYFS reception for more information.

Parent Involvement and Communication

Education

Education is an education-based system that integrates academic and operational functionalities into one unified, high-quality solution for efficiency and excellence.

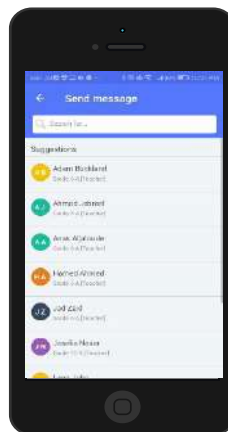
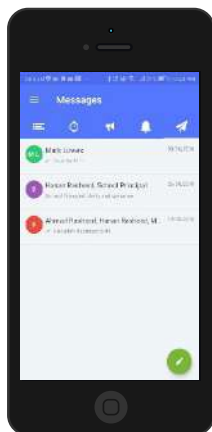
Education can be downloaded by parents as a mobile app. Once logged in, you can manage all of your child's school services. The app's services include:

- Messaging your child's teacher
- Paying for any school related fees.
- Access to your child's grades
- Downloading your child's termly report (when available)
- Accessing your child's set homework
- Viewing how many House Points your child has achieved
- Viewing any school wide notices



Messaging – Connecting with your child's teacher

You can easily send a message to your child's teacher by clicking the messages tab on the bottom right and then clicking the three dots icon at the bottom right-hand corner of the window. Once you click 'send message to user', you will be able to select which teacher you would like to start a conversation with.



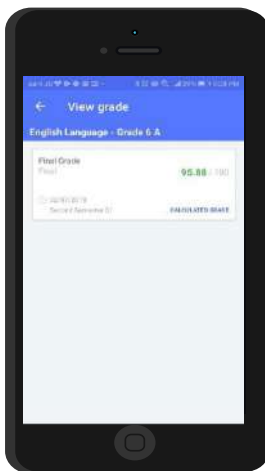
Paying for any school related fees

Once you click on the Pay Now tab, it will display any outstanding fees the need to be settled. Payments can be made via the app and you will immediately receive a receipt via email to your registered email address.



Access to your child's grades

The Grades tab shows you a summary of all grades achieved by the student, sorted by the latest published by the school. This will include progress checks and end of term summative assessment grades. You can always tap on the grade to see extra information about the breakdown.



Downloading your child's termly report

On the report cards page, you can access all report cards published by the school. You will be able to access them at the end of each calendar term: winter, spring, and summer (end of year). You can download them as a PDF document.



[Accessing your child's homework](#)

Any homework that is set by your child's teacher can be viewed by clicking on the 'Assignments' tab. There will be an option to view upcoming homework and previously set homework, along with their due dates. Homework assignments may have files attached for students to download and complete. Some homework assignments may just have instructions for students to follow without any attachments.



[Accessing your child's House Points](#)

By clicking on the 'House Points' tab, you will be able to see how many House Points your child has been awarded throughout the academic year and for what reasons they have been awarded House Points.

[Viewing any school wide notices](#)

Any important notices will be shared by the school via Edunation directly to your registered email address. They can also be found under the 'Announcements' tab so you can keep up with any missed or previous notices.

Communication Protocols

The ability for parents to communicate with key people in the school for any queries they have is essential for fostering a collaborative and supportive educational environment. At ISCS, our parents are an integral part to the ISCS family. Ultimately, effective communication between parents and school staff enhances the overall learning experience for students, promotes transparency, and builds a sense of trust and community within the school.

Key contact information can be found below and will be active from September 1st:

Name	Designation	Contact Details
Dana Abdulqader Maryam Abdulsamad	Main Reception	info@iscs.bh
Shaimaa Amin	Admissions	registration@iscs.bh
Veera Martis	Nurse	clinic@iscs.bh
Nooruddin Ahmed	IT Support	itsupport@iscs.bh
Zamir Saboley	Bus Supervisor	operations@iscs.bh
Abeer Mubarak Ali	School Counsellor	schoolcounsellor@iscs.bh
Rehab Sabt	EYFS Assistant Phase Supervisor	eyfs@iscs.bh
Alaa AlSahlawi	Primary Assistant Phase Supervisor	primary@iscs.bh
Raeesa Modak	EYFS Head of Phase	raeesa.modak@iscs.bh
Nabil Khalfey	Primary Head of Phase	nabil.khalfey@iscs.bh
Maryam Faqir	Principal's PA	pa@iscs.bh

Raising Parent Concerns

ISCS maintains an Open Door Policy, whereby parents, staff and students are able to voice concerns to the teaching staff, school administration, and senior management at any time. This Open Door Policy ensures that most concerns are dealt with before they become a complaint.

Where possible, parents are encouraged to make an appointment with the teacher or senior management through the **Assistant Phase Supervisor, School Receptionist, School Counsellor** or **Principal's Assistant**. Parents must arrange to speak to teachers before or after their class, and not interrupt during class. In rare cases where a meeting is required on an immediate basis, where possible, teaching cover will be provided to not interrupt teaching and learning.

At all times the Senior Leadership Team will listen to pupils, parents, and staff in a fair, open, non-judgmental environment. All complaints and concerns will be addressed in a professional and empathetic manner. It will be at the discretion of the school leadership team and directors which other staff are involved to resolve the issue. Complaints received in writing or verbally received in a meeting, will be addressed and recorded in writing by the school. Anonymous complaints will not be addressed.

Parent Involvement Opportunities

As mentioned previously, a strong, positive parent-school relationship is essential for the successful operation of the school. Parents can get involved with ISCS in numerous ways, contributing to a supportive and enriched educational environment:

- Attending Parent workshops (as mentioned in the school calendar) – ISCS regularly hosts parent workshops to keep parents informed about the latest teaching and learning practices and initiatives implemented throughout the school.
- Coffee mornings – An opportunity for parents to meet senior staff for an informal chat over tea and cake.
- Attending Parent-Teacher Conferences – Meet your teachers once a term to check in on your child's progress.
- Join the PTA (Parent Teacher Association) - Participating in the Parent-Teacher Association or Organisation allows parents to be involved in school decision-making, events, and fundraising activities.
- Help with Enrichment Day Activities (Sports Day, Ramadan a Month of Reflection, etc.): Parents that specialise in a field or have an expertise can coach sports teams, assist with clubs, or help organise and supervise school events, field trips and school plays.
- Participate in School Governance: Running for or supporting school board positions and attending board meetings can influence school policies and priorities.

iPad Technology Integration

We kindly request parents to provide an Apple iPad **for Year 2 to Year 6 students**, a device that will seamlessly integrate into our curriculum, offering various advantages to enhance your child's educational experience. These advantages include:

- Interactive Learning: The iPad facilitates interactive and engaging lessons, fostering a dynamic learning environment.
- Access to Educational Apps: Countless educational apps supplement our curriculum, aiding your child in reinforcing concepts in a fun and interactive manner.
- Digital Textbooks: Many of our textbooks are available in digital format, reducing backpack weight and ensuring easy accessibility to materials.
- Collaborative Projects: With the iPad, students can collaborate on projects, promoting teamwork and enhancing communication skills.
- Individualised Learning: The iPad enables personalized learning experiences, catering to each student's unique strengths and areas for improvement.

To ensure a seamless transition, we suggest acquiring an Apple iPad 9th or 10th Generation with a minimum storage capacity of **64GB** from iWorld, the authorized Apple reseller in Bahrain. You can conveniently make your purchase via the link provided below.

<https://iworld.bh/iscs>

Moreover, it's important to understand that these iPads will be enrolled in our school's Mobile Device Management (MDM) system by iWorld. This enables us to regulate accessibility, restricting access to specific apps and websites during school hours, as detailed in the attached ISCS Apple Education Program Parent Guide. This measure ensures a focused learning environment by preventing the use of non-school apps installed at home.

If you already possess an iPad meeting the specified criteria, please ensure you have a sturdy case and optionally an Apple Pencil (recommended for year 5 and 6 but not compulsory). For more information regarding purchasing iPads, please see our parent guide.

Primary Student School Reports

Your child will be provided with a school report at the end of each term (Autumn, Spring, Summer). For Autumn and Spring reports, you will receive term averages for each of the core subjects, a teacher judgement for additional subjects and a Form Tutor comment. For Summer End of Year reports, there will be more detailed feedback for each subject on how your child has performed over the year.

For each of the core subjects, you will see your child's termly Stanine (a grade from 1 - 9), termly % equivalent, termly Attainment Level, Level of Attitude to Learning and Level of Attitude to Homework. For additional subjects, you will only see an Attainment Level. You can see the stanine, percentage, attainment equivalences below:

Attainment	Exceeding	Above	Expected	Developing	Below
Stanine	8-9	6-7	5	3-4	1-2
Percentage (%) Range	89% - 100%	68% - 88%	50% - 67%	20% - 49%	0% - 19%
The table displays the stanine and percentage equivalency in relation to your child's attainment.					

EYFS Student School Reports

Reporting your child's progress in EYFS will be conducted using a software called Learning Ladders.

This comprehensive online platform provides detailed, regular updates/ reports on your child's progress, including visual insights and examples of their work. At the end of each term, you will receive a detailed report on the progress your child has made in relation to the seven key areas of learning.

It encourages parental involvement by offering home activity suggestions and allowing you to share your observations. Secure and user-friendly, Learning Ladders ensures you stay engaged with your child's learning journey, helping you understand their needs and support their growth effectively. If you have any questions, please feel free to contact your child's class teacher or the Head of Foundation Stage.

Parent Workshops

Providing parent workshops is crucial for ISCS as it strengthens the partnership between parents and educators, enhancing the overall educational experience for students. These

workshops equip parents with valuable tools and strategies to support their children's learning and development at home, fostering a more cohesive and consistent educational environment. They also create opportunities for parents to stay informed about the latest educational practices, curriculum changes, and school policies. By offering workshops, ISCS can address common concerns, promote effective communication, and build a sense of community among parents. Ultimately, parent workshops empower parents to be more actively involved in their child's education, contributing to better academic outcomes and a more supportive school environment.

Examples of parent workshops offered at ISCS include, but not limited to:

- Digital Guardian: Navigating EduNation, eSafety, and iPad Mastery.
- Unveiling the Primary Curriculum Journey for Parents
- Journey to Literacy Brilliance: A Guide for FS1 to Y2 Parents in Phonics Success.
- Mathematics Fun at Home.
- Continuous Provision: Learning through Play

ISCS Social Media

ISCS social media accounts are vital for effective communication and engagement with students, parents, and the community. They facilitate timely updates on important announcements, events, and emergencies while promoting the school's programs and achievements. It also enhances parental involvement by providing an accessible platform for staying informed about school activities. Additionally, ISCS social media accounts allow ISCS to celebrate successes, share educational resources, and build a positive reputation, ultimately supporting a cohesive and engaged school environment.

You can follow ISCS Bahrain on our ISCS Bahrain Instagram account:

https://www.instagram.com/iscs_bahrain/?hl=en

Student Support Services

Inclusion Support

Inclusion support at ISCS ensures that all children, regardless of their individual needs or abilities, receive a high-quality education in a supportive environment. This involves creating individualized learning plans, employing specialised SEN staff, and fostering a collaborative approach among teachers, parents, and specialists. Classrooms are equipped with adapted resources and flexible teaching methods to accommodate diverse learning styles, while the school culture promotes respect, empathy, tolerance and understanding. Accessible facilities ensure all students can navigate the school comfortably. Overall, inclusion support at ISCS fosters an environment where every child feels valued and able to reach their full potential, enriching the entire school community.

Student Emotional and Wellbeing Support Services

Children's well-being at ISCS is essential to their educational success. We have retained the family atmosphere that has defined ISCS for over 20 years and has led us to a thriving international community.

Across all divisions, Form Tutors act as the first point of contact for students and can assist with pastoral matters. Senior Management are also available to provide support alongside our specially trained School Counsellors.

Academic Support and Counselling services are available to all students who attend our school. As experienced educators, we recognise that, at times, students may be presented with personal challenges. We aim to empower learners in all aspects of their lives by providing accessible, tailored guidance. **You will notice QR codes around the school, which give our students direct communication to our School Counsellor and the ability to instantly raise any concerns.**

ISCS offers a comprehensive service offered by our well-being team. This service is a collaborative endeavor led by counselling professionals, pastoral and academic staff, key faculty members, and external agencies.

ISCS is underpinned by an ethos that promotes well-being. It aims to meet our students' needs by giving them the confidence to share their concerns so that appropriate strategies can be applied to resolve them in the most beneficial way possible.

Academic Support

At ISCS, we understand that learners grasp concepts at different rates. We believe that every child has a right to succeed, no matter where they are on their educational journey. We understand that they may be struggling students. When students encounter challenges in their learning, providing timely and effective support plays a crucial role in boosting their confidence and preventing disengagement. Tailored interventions help address specific learning gaps, promoting equity and ensuring all students have equal opportunities to succeed.

All students at ISCS undergo a diagnostic assessment at the start of the school year. This will consist of a CAT4, Math, English Reading and English Writing Assessment. From this data, we will be able to identify which students are working below the expected level, at the expected level or above the expected level. We will also be able to identify if any of our ISCS superstars are gifted.

For students that are identified as working below the expected level, an initial meeting will be conducted with parents and the student will be placed on an intervention programme. The intervention programme will consist of one-to-one subject specific focus. The time of these sessions varies and can either be in the morning, during lesson time, break or lunch time and maybe after school. Students on the intervention programme may be paired with a peer to support them. They will also be encouraged to join specific ECAs based on their

learning needs. Finally, they will have regular progress checks to monitor the progress they have made during the intervention programme.