

The British School of Lomé

**Early Years
&
Primary
Handbook
2022 – 2023**

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The School Year 2022 - 2023

First Term

Tuesday 23 rd August:	School Starts
Wednesday 7 th September:	Primary parent information afternoon and Jolly Phonics workshop for Early Years
Friday 14 th October: home	Primary Progress Reports sent
Monday 17 th - Friday 21 st October:	October Half-term Holiday
Tuesday 1 st November	School closed All Saints Day
Friday 4 th - Saturday 5 th November:	International Weekend
Thursday 15 th December:	Parent-Teacher Conferences
Friday 16 th December:	School closes 1pm - start of Winter break

Second Term

Sunday 8 th January:	Boarding houses open
Monday 9 th January:	School starts - regular classes resume
Thursday 16 th February:	School closes at the normal time for half-term
Wednesday 22 nd February	School re-opens
Monday 27 th February	World Book week
Friday 10 th March	Reports sent to parents
Thursday 30 th March	Parent- Teacher Conferences
Friday 31 st March	School closes 1pm - start of Spring break

Third Term

Sunday 16 th April:	Boarding houses open
Monday 17 th April:	School starts - regular classes resume
Friday 21 st April	Eid-al-Fitr Holiday (Subject to change)
Thursday 27 th April:	School closed - Togo National Day
Monday 1 st May:	School closed - May Day Holiday
Thursday 18 th May:	School closed - Pentecost Holiday
Tuesday 13 th June	Reports sent to parents
Thursday 15 th June	Parent-Teacher Conferences
Friday 16 th June:	School closes 1pm - Start of summer break

Our Motto



'Endeavour is all'

The BSL Motto reflects our concern that all pupils work to the best of their abilities regardless of their academic prowess, as should all other members of our school community.

We want all our students & community members to enjoy learning, to be ready to face challenges with a positive mindset and to become learners for life.

Our mission statement

We aim to encourage our young people: to THINK for themselves, to be independent in their judgements, to have the courage and intelligence to make up their own minds on issues, and to stick to their opinions unless the evidence clearly shows them to be wrong in which case they should be open-minded and humble enough to admit their error

Expectations

We believe that high achievement always takes place within the framework of high expectations. We expect the best from our students.

Empowering Learners

We empower our multicultural students to be self-directed, independent learners who think critically, communicate, collaborate, create and innovate in order to solve real world problems in our rapidly changing technological age.

We empower our students to obtain the knowledge and skills needed to realise their full potential both within and beyond the classroom.

Excelling Through Life

Our curriculum provides a holistic, student-centered education that prepares our students to take an active and responsible role as the global citizens of tomorrow.

We encourage an attitude of inquiry and an

enthusiasm for learning that will continue through higher education thus enabling our students to become leaders in a global society.

Enriching Lives

We innovate to inspire and enrich the lives of our students.

We provide our students with an outstanding range of enrichment activities within and beyond our classrooms.

Every Child Matters

We treat every child with respect for their individuality through differentiated teaching and learning styles that meet specific needs.

We provide our students with equal opportunities to participate in all aspects of the school regardless of gender, nationality, religious belief or ability.

We celebrate lifelong learning and are committed to nurturing self-esteem and respect.

Empathy for Others

Our traditions embrace the creation of an inclusive yet diverse community of international cooperation and social reflection where we emphasise respect for others, tolerance and open mindedness.

Beginning in our early learning programme, we educate our students to become dedicated to community service and compassionate, socially responsible individuals in our multicultural community and beyond.

Excellence

The British School of Lomé endeavours to work collaboratively with the school community to provide an exceptional and balanced education for our students and we ensure that all our students reach their full potential as lifelong learners and responsible global citizens.

Welcome message from the Head of Primary & Early Years Foundation



Dear Parents and Carers,

On behalf of the Early Years and Primary staff at British School of Lomé (BSL), I am happy to welcome you to the 2022-2023 school year! As a new member of the BSL learning community, and through my role as Head of Primary & EYFS, I am committed to continuing our school's strong and productive partnership with all our stakeholders to ensure our children can achieve their highest potential.

I am excited to be joining the BSL senior management team, here in Togo, and I bring with me a wealth of understanding and knowledge of teaching and leadership within the UK and internationally. Through my international journey, I have worked within the Channel Islands, Indonesia, China and Thailand within IB World Schools and schools following the British curriculum. I have a depth of experience within the field of Special Education, Forest School development, leading curriculum change, progression and professional development, heading Early Years' departments, teaching across all the primary age range and working as an international Head of Primary.

I am delighted to be setting up my home in Togo and leading my creative and dedicated BSL Primary Team. As an Early Years and Primary community, we learn together to achieve success for all, based on high expectations and equality for all. We aim to nurture the growth of the whole child; academically, socially, emotionally, morally and physically, celebrating all achievement in a safe, caring and creative environment. The whole team works together to bring learning 'alive' and extend pupils' experiences so that they are well prepared for the next steps in their education.

We believe a happy child will be a successful child and work to ensure every child enjoys school and achieves success. We do this by providing the best teaching and learning experiences that we can through an exciting and engaging curriculum. Both my teaching team and I look forward to an exciting and successful year at BSL. I look forward to meeting our returning learning community and welcoming new members to our BSL family.

Best Wishes,

Alison Mills

Head of Primary

BA Hons, PGCE, Master of Arts

SAFETY FIRST!

BSL Emergency Procedures

Fire Drill:

The Fire Evacuation Procedure is as follows: The fire bell will be rung: A continuous non-stop school bell. Immediately upon hearing the fire bell staff and students should begin exiting the building by their assigned exit to their assigned gathering point in SILENCE. Doors should be closed but not locked.

Main School: All staff and students in the main building and the quad will gather at the basketball court for roll call. Students should line up by class as marked on the wall in SILENCE. Form tutors will stand with their classes and take role. Each teacher should carry his/her class register outside and account for each student. (The Front Office staff will also carry a printout register from engage). If someone is unaccounted for, the teacher must immediately inform the Headmaster, Deputy Heads or Bursar. Primary students in the main building will meet in the basketball court and their class teacher should come over to join them.

Brunel, London and Wigan: Primary students in Brunel, London and Wigan should gather at their designated meeting point in their area. Teachers need to use their discretion with regards to the safety of their students. If there is a fire in a primary area, students will need to be brought to the basketball court in main school. Administration staff should report to their respective managers. Designated fire marshals will check all buildings. Do not re-enter the building until you are told to do so by the Head teacher/Bursar or Deputy Heads.

Lock Down Drill:

When a lock down is required – (intruders in school/ civil unrest near the school etc) an intermittent school bell will be rung (continuous broken school bell). All students and staff should move to or remain in the nearest lockable room. Teachers should lock and/or barricade doors. Staff members should remain aware that students and staff may need to gain entry to a room once it is locked. Students should be moved away from large windows and be out of sight by sitting on the floor or under tables. Everyone must remain silent during a lockdown so as not to attract any attention.

Students should not leave the school under any circumstances during a lock down. All doors are to remain locked until an announcement is given in person by a member of the senior management team. This announcement may be given using the school intercom or in person by a member of the senior management team. Doors should not be opened unless permission is given by a member of the management team who must announce themselves by name.

Bomb Alerts:

In the event of any threat of an explosive device staff should assume that such a device does exist and is present. The safety of the students and staff in the school is paramount. Immediately upon notification of a bomb threat the fire alarm will be set off which will initiate an evacuation of the buildings. Following the fire alarm an announcement will be made using the school intercom or using runners that this is a FULL EVACUATION. All staff and students should begin an immediate evacuation of the entire school to BSL Basketball Court where students should line up by year group and be accounted for. Senior staff will then ensure safe passage through the main Car Park to BIRMINGHAM Boarding House Garden.

First Aid: There are first aid kits in the following locations: The Infirmary, The Front office, Wigan, London and The PE Department.

The Infirmary: There is an on-site Infirmary in London open during school hours. This is staffed by 2 qualified nurses. During school hours students and staff may contact the infirmary in Reading House.

BSL Primary School Uniform



As part of the identity of The British School of Lomé, all students are required to adhere to the school uniform policy as set out below. Uniforms must at all times be clean, neat and presentable.

Please note there is no uniform for Crèche and Nursery1

Boys	Girls**
<ul style="list-style-type: none"> ● Pale blue polo shirt with school logo embroidered on it * ● Blue shorts (no trousers) * ● White, navy blue or black socks ● Navy blue sweater ● Shoes – black or navy-blue closed-toed shoes OR black or white sports shoes. No sandals or open toed shoes for safety reasons 	<ul style="list-style-type: none"> ● Pale blue polo shirt with school logo embroidered on it * ● Blue 'skorts' (shorts with a skirt front)* ● Blue skirt* ● White, navy blue or black socks/tights ● Navy blue sweater or cardigan ● Shoes –black or navy-blue closed-toed shoes OR black or white sports shoes. No sandals or open toed shoes. No high heels or wedges. ● Try to tie long hair back and plaits away from face.
P.E. Kit for Boys and Girls	Swimming Kit for Boys and Girls
Navy blue shorts (elastic waist)* School P.E. Shirt in house colours* Change of socks Sports shoes (black or white) Hat/Cap Water bottle (name clearly labelled)* Sun screen (if possible)	Girls - one piece swim suit Boys Swimming trunks Towel Goggles Flip-flops ALL GIRLS MUST WEAR A SWIM CAP

*can be bought from BSL store

****Girls skorts and/or skirts must be no more than 2 inches above the knee**

Swimming and PE Kits should be brought to school in a bag and changed into before the lesson. The kit must NOT be worn to school as an alternative to the uniform for the whole day. No studs or football boots are to be worn during the school day.

Jewellery is not to be worn during the school day except for one pair of stud earrings for girls. Students may wear one bracelet only. Exceptions apply for religious reasons and must be arranged through the Head Teacher. Other jewellery will be confiscated. Students should not wear any form of makeup or nail polish. The school is not responsible for any lost jewellery.

School Trips - Unless instructed otherwise, school uniforms should be worn on all school fieldtrips.

What to wear to school in Crèche and Nursery 1

Please remember that in school the children are very active and encouraged to learn through play. Most art material, where possible, is washable; however, we encourage you to not send your child to school in delicate clothing that can easily be damaged, Children are encouraged to wear the following:

Boys/Girls

- Cotton t-shirt
- Shorts/trousers with an elasticated waist
- Cotton sock
- Closed toed shoe
- Sun hat or cap



Girls

- Cotton dress/skirt - it is recommended that either shorts or tights be worn underneath

Things to avoid:

- Shoes with laces - Velcro is easier for children to put on or take off
- Open toe shoes - to avoid injuries in the play ground
- Flip-flops
- Shoes with no back star
- Frilly dresses that can easily get caught on play equipment

Early Years School Supply List

The school provides basic stationery for all children; however we encourage children to bring in the following

Crèche	Nursery 1 and 2	Reception
Change of Clothes <ul style="list-style-type: none"> • Outfit • Underwear • Socks 	Change of Clothes <ul style="list-style-type: none"> • Outfit/Uniform • Underwear • Socks 	Change of Clothes <ul style="list-style-type: none"> • Uniform • Underwear • Socks
Water Bottle	Water Bottle	Water Bottle
Bib to wear when eating	Bib to wear when eating (Nursery 1 only)	Plastic apron for painting
Face/hand towel x2	Face/hand towel x2	1 Small Plastic Box for use as a word box
		Erasers
		Backpack

School Supply List, Year 1 to Year 6

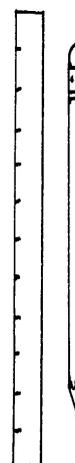
The school provides basic stationary for all children; however we encourage children to bring in the following

KS1 (Years 1-2)	LKS2 (Years 3-4)	UKS2 (Years 5-6)
HB Pencils	HB Pencils	HB Pencils
Green ink pen	Green ink pen	Green ink pen
Colouring pencils	Colouring pencils	Colouring pencils
Glue Stick	Glue Stick	Glue Stick
Pencil Case	Pencil Case	Pencil Case
Backpack	Backpack	Backpack
Library book bag	Library book bag	Library book bag
Ruler	Ruler	Ruler
Eraser	Eraser	Eraser
Sharpener	Sharpener	Sharpener
Dictionary*	Small 5 inch Scissors	Small 5 inch Scissors
	Dictionary*	Simple Calculator
		Simple Maths Set
		Highlighters
		Blue or black ink pen
		Dictionary*

*Age appropriate dictionaries can be ordered from the school prior to the start of the school year.

Presentation of Work

- Make sure that your work looks as though you are proud of it! Ask yourself: Is this the best I can do?
- Do not graffiti or doddle anywhere on, or in, your school exercise books or planner.
- Always remember to draw your margin and write your date.
- Maps, graphs, diagrams should be completed using pencils and rulers.
- If you make a mistake, cross it out neatly with a single line. You are not allowed to use correction fluid.
- A pencil or blue or black ink should be used for all writing.
- When written work is done on a computer, use the spell checker to



make sure that your spelling is accurate.

- Always check your work carefully before handing it to your teacher.

The School Day

Early Years

The Brunel playground is supervised from 7.30am - 14.00pm. Kindly ensure that you do not leave your child unattended after these times.

Creche		Nursery 1	
Arrival	From 07.30	Arrival	From 07.30
Session 1	08.00 - 08.30	Session 1	08.00 - 08.30
Session 2	08.30 - 09.10	Session 2	08.30 - 09.10
Session 3	09.10 - 09.45	Session 3	09.10 - 09.45
Break	09.45 - 10.45	Break	09.45 - 10.45
Session 4	10.45 - 11.30	Session 4	10.45 - 11.30
Lunch	11.30 - 12.15	Lunch	11.30 - 12.15
Pick-up time	12.15 - 12.30	Pick-up time	12.15 - 12.30

Nursery 2		Reception	
Arrival	From 07.45	Arrival	From 07.45
Period 1	08.10 - 09.10	Period 1	08.10 - 09.10
Period 2	09.10 - 10.10	Period 2	09.10 - 10.10
Break	10.10 - 10.30	Break	10.10 - 10.30
Period 3	10.30 - 11.30	Period 3	10.30 - 11.30
Lunch	11.30 - 12.00	Lunch	11.30 - 12.00
Structured Play	12.00 - 13.00	Structured Play	12.00 - 13.00
Period 5	13.00 - 13.50	Period 5	13.00 - 13.50
Pick-up time	14.00	Pick-up time	15.15

Stay and Play



To provide support to parents who have to come to school a number of times for pick up, the Primary School will be running a Stay and Play club.

Your child will be supervised during this time and they will be able to play or take a nap.

Please be aware that this is not an academic club.



Start time: 12.30 hrs

End time: 15.00 hrs

Who can join: Children in **Nursery 1 & 2** and **Reception** class **ONLY** **Cost: 3,000CFA**

per session or **48,000CFA** per month. (Paid in advance) **Days:** Monday, Tuesday,

Thursday, Friday

Location: Brunel (Nursery building)



If you would like to sign your child up for Stay and Play club, please collect a form from the School office, complete it and return it to your child's teacher as soon as possible.

Year 1-Year 6, School Day

The playground is supervised from 7.45am – 3.15pm.

Kindly ensure that you do not leave your child unattended **before** or **after** these times.

Please collect your child and take them home on time.

KS1 (Years 1-2)		KS2 (Years 3 - 6)	
Line up	07.55	Line up	07.55
Homeroom time	08.00 - 08.10	Homeroom time	8.00 - 8.10
Period 1	08.10 - 09.10	Period 1	8.10 - 9.10
Period 2	09.10 - 10.10	Period 2	9.10 - 10.10
Break	10.10 - 10.30	Break	10.10 - 10.30
Period 3	10.30 - 11.30	Period 3	10.30 - 11.30
Period 4A	11.30 - 12.00	Period 4A	11.30 - 12.00
Lunch	12.00 - 13.00	Lunch	12.00 - 1.00
Period 4B	13.00 - 13.30	Period 4B	13.00 - 13.15
Period 5	13.30 - 14.15	Period 5	13.15 - 14.15
Period 6	14.15 - 15.15	Period 6	14.15 - 15.15
Pick up time	15.15	Pick up time	15.15
After School Activities	15.30 - 16.15	After School Activities	15.30 - 16.15



After School Activities



Children from Years 1 - 6 have the chance to sign up for different sets of after school activities during the school year.

Each activity cycle lasts approximately 10 weeks and there are three cycles in the school year.

Activities begin at 15.30 and end at 16.15 (unless otherwise indicated). Most activities are free of charge, however for some activities there may be a fee to be paid (e.g: fencing, pottery and horse riding)

Parents, please look out for the activity signup sheets at the beginning of each cycle. Complete and return the sheets as soon as possible to increase your child's chance of getting a space in their desired activity.

Keep a note of your activity days and times below

Cycle	Activities		
	Day	Time	Teacher & Location
September - December			
January - March			
April - June			

Important Information

Morning Drop-off

Please note that there is no supervision on the playgrounds before 07.45

- Crèche and Nursery 1 and 2: Brunel gate from 07.45
- Reception, Year 1 and Year 2: London gate from 07.45
- Year 3 - 6: Front gate from 07.45

Children in years 3 - 6 may play in the main playground till line-up time at 07.55.

Afterschool Pick-up

The playground is not supervised after school. Your child should not remain in school after the end of the school day unless they are attending an after school activity club.

Pickup times:

- Crèche and Nursery 1: 12.30
- Nursery 2 and Reception: 14.00
- Years 1 - 6: 15.15 (16.15 for After school activities)

All cars must park in the main school car park. Parents and drivers need to walk through the main campus and collect children from the primary school before walking back to their cars. This includes nursery and reception aged children at 14.00 and all primary children at 15.15.

Late children who have no supervision will be asked to remain in the reception area and parents will be called to collect them.

Home Passes for Year 3-6

Year 3-6 students can be issued a Home Pass by the Head of Primary if requested in writing by a parent.

- Year 3 - 4: Pass allows them to go home with an older sibling - NOT ALONE
- Year 5 - 6: Pass allows them to go home alone

Bicycles or Scooters

Bicycles or Scooters can NOT be ridden inside the school compound at any time.

You are allowed to ride your bicycles or scooters to school.

Bicycles or Scooters must be parked in the parking area on the main school compound. Please ensure that you have secured your bicycle or scooter as the school will not be responsible for any damage or loss.

Skateboards, rollerblades and hover boards are not allowed in school.

Food and drink (More detail is provided in our 'Healthy Eating Policy')

Children are not permitted to bring chocolates, sweets, lollipops or fizzy drink to school. Due to nut allergies, we also request that no snacks with nuts be brought to school.

Morning Break:

A small healthy snack is provided for children during morning break. This is usually fresh fruit. Children are also allowed to bring in a small snack of their own.

Lunchtime:

Children eat lunch in the school canteen. Children can have a school lunch, which is prepared freshly on site each day, or they can bring in lunch from home. Some children may choose to go home for their lunch break. If your child will be going home for lunch please inform their class teacher of this arrangement.

Drinks

Cold filtered water dispensers are provided at each building. Children should bring water bottles to school which they can refill and keep with them during the day

Primary Assemblies

Primary Assemblies are held Friday afternoons at 14.30 in the Hall. Throughout the school year each class will have opportunities to lead assemblies. We also use this time to celebrate achievements and birthdays. Parents are welcome to join us.

Primary Evening Activities

Throughout the year, the Primary will hold family evening activities that you are welcome to attend and participate in. Students are required to be accompanied by an adult. Notices are sent home prior to the events with more details.

Children's Birthdays

Teachers often receive invitations to students' birthday parties and although the sentiment is greatly appreciated, we will have to decline all invitations. Due to work and personal commitments, teachers are inevitably not able to attend all birthday parties. In order to not disappoint some children, we have decided as a staff that the best thing to do is to graciously decline all birthday invitations. Thank you for your understanding.

It is not a free dress day on your birthday.

If you wish to celebrate your birthday in school, a food and drink treat may be brought in at a mutually agreed upon time between the teacher and parent at least 2 days in advance. Please ensure that any treats or cakes do not contain nuts.

Parent-Teacher Conferences

There are three parent- teacher conferences held every school year. Parents will receive letters to enable them to book a time that is suitable to them on these days. Dates will be provided closer to the time of the conference.

In addition to this, parents and teachers are encouraged to communicate with each other throughout the school year. Parents may arrange to meet with the teacher at a time convenient to both the parent and teacher.

Mufti Days (Non-uniform days)

Students shall be permitted to dress according to a theme or free dress on assigned days. Often there is a small fee to be out of school uniform and this money all goes to TRACKS, the school charity. If students, choose not to participate in the Mufti day then they are expected to be in school uniform.

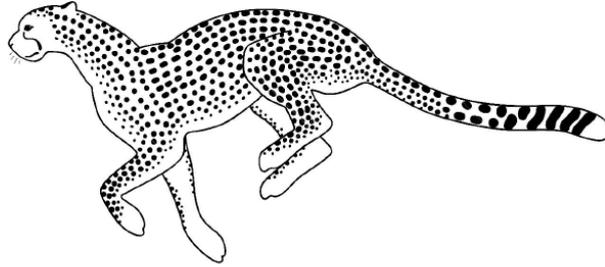
Our BSL School Library

Primary students can take home 2 books at a time from the Library. Books can be exchanged at weekly lessons. Book loans are a maximum of 2 weeks. If no one else has requested the book, you can renew the book for another 2 weeks. Library books should be transported to and from the Library and home in a plastic folder or bag to keep the books from getting damaged. Lost or damaged book will need to be replaced. The librarian will notify you as to the cost of the replacement of any such books.

What Do I Do If...?

I am absent	Ask your parent to fill in the appropriate part of the planner or bring in a note.
I am late	You must sign in at the reception
I have a medical or dental appointment	Ask your parent to fill in the appropriate part of the planner or send in a note.
I have lost something	All personal property should have your name on it. Lost property is kept in a yellow box near the school reception. The items are taken out and displayed regularly. You should inform your teacher when you have lost an item and arrangements will be made for you to check the lost property box
I have forgotten my homework or PE kit	Inform your class teacher as soon as you notice. You will be given the opportunity to call home. If this becomes a regular occurrence, your teacher will no longer give you permission to call home and you will be given the appropriate sanction as outlined in our behaviour policy.
I don't feel well	You must inform your class teacher or another adult present. You will be given a pass to go to the school nurse for treatment if needed. If you need to go home, the school nurses will arrange this for you.
I am unhappy about something	Talk to someone. There are many different people you can talk to: <ul style="list-style-type: none">• A teacher• A teaching assistant• Your house parent (boarders)• The Head of Primary• The Head of school

House Events



Cheetahs

At BSL there are two 'Houses' named after African Cats

- The Cheetahs
- The Caracals

All students are placed in a house when they arrive in the school. Siblings are usually placed in the same house. The houses compete with each other in both sports and academic competitions throughout the school year usually on the last Wednesday of each month. Students can also gain points for their house through the merit system. The House Cup is presented to the winning house at the end of the school year during the Honours Day assembly.



Caracals

The BSL Primary School Behaviour Policy

(Summary)

BSL works to create and maintain a welcoming, calm, supportive and safe learning environment in which every member of the school community is valued. We aim to promote a positive attitude in our students, creating an environment in which good behaviour is expected, within a climate of trust. For this to be effective we promote a three-way partnership between students, parents and staff all taking responsibility for their actions.

BSL is a community school with a strong moral ethos based on Our School Motto & Vision. School rules are for the safety and comfort of all members of the school community. Any form of bullying, discriminatory behaviour or fighting will not be tolerated.

In the BSL Primary School, students aim for Gold by following the Golden Rules. This behaviour system provides expectations which focus on positive action (be respectful) rather than what children should not do (do not shout out). The expectations are agreed actions which ensure consistency and fairness in all areas of school life.

However, as an inclusive school, we recognise that all students are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. Behaviours must be put in context and require all staff to use their professional judgement.

At The British School of Lomé Primary School, to 'stay on green' we must follow the ten Golden Rules.

1. Curious: We ask questions and love to learn - we don't waste time or stop other people learning
2. Thoughtful: We are kind and helpful - we don't upset people or hurt their feelings
3. Balanced: We put effort into lots of different activities - we don't avoid new challenges
4. Respectful: We always follow adults' instructions - we don't argue and we don't ignore adults
5. Organised: We are always ready to learn and on-time to lessons - we don't forget our books and homework
6. Presentable: We are always wearing the correct uniform - we don't forget our PE and Swimming kits
7. Communicators: We speak politely to everyone; we listen politely to other people - we never shout or speak rudely to anyone; we don't interrupt
8. Caring: We enjoy playing well together - we don't leave people out or spoil other people's games
9. Principled: We are always honest - we don't tell lies or hide the truth
10. Responsible: We look after property - we don't waste time or damage things

Each primary classroom will monitor behaviour daily and those meeting the green standard or above will be awarded house points, helping to encourage desired behaviours in our students. However, students falling below the green standard will be expected to reflect on their behaviour and their actions will have consequences.

The rewards and consequences will be as follows (please use professional judgement to select the appropriate consequence provided for each behaviour):

Colour	Behaviour	Rewards/Consequences
Gold	Exceptional Behaviour, Significant Achievement, Constantly displaying "silver" behaviour.	10 House points for every child who has attained the Gold Standard for the week. (Consideration for Golden Ticket)
Silver	Consistent politeness, Selfless Behaviour. Better than expected behaviour / effort. Being polite / kind /caring / sharing. Volunteering to help adults / children. Good manners.	7 House points for every child in the class who has attained the Silver standard for the week.
Green	Follow our Golden Rules Expected behaviour	5 House point for every child in the class who has Attained the Green standard for the week.
Verbal warning - draw student's attention to the Golden Rules		
Yellow	Shouting /calling out during teaching time; Getting out of their seat during a task; Distracting other children from learning; Talking when others are talking; Rocking on chairs; Not working to the best of their ability; Not cooperating with others; Having a negative attitude. Not completing homework Forgetting to bring in planner or PE kit	<ul style="list-style-type: none"> • A discussion will be held with the child to highlight and explain why their behavior is not acceptable. • Time Out in class (10mins max) • Pupil completes a reflection sheet which is discussed in their own time. • Teacher keeps the Reflection Sheet in the Class Folder.
Verbal warning - draw student's attention to the Golden Rules		
Orange	Persistent "yellow" behaviour Not following instructions; Taking or damaging other people's property Name calling; Tormenting other children; Throwing things; Rudeness; Refusal to work	<ul style="list-style-type: none"> • Child will miss a given amount of their morning or lunch play time • Pupil completes a reflection sheet which is discussed in their own time. • Pupil sent to foster class teacher or Head of Primary to complete work. • Class Teacher will inform parents.
Verbal warning - draw student's attention to the Golden Rules		
Red 1	Walking out of class; Being racist; Intimidating behaviour; Bullying; Fighting; Swearing; Stealing.	<ul style="list-style-type: none"> • Child will be sent to the Head of Primary who will make suitable arrangements for remainder of the day. • Pupil completes a reflection sheet which is discussed in their own time. • Pupil may miss a given number of playtimes • Concerns will be discussed with parents.

Red 2	A continuation of the above.	<ul style="list-style-type: none">• Information brought to the Head of School by teacher or Head of Primary• Student to be put on a daily report• Out of school suspension• Permanent expulsion• Counselling• Interview with parents at which time a letter setting out the school's response is given to the parents
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BSL is an Anti-Bullying School

At BSL, we aim to provide a safe, caring and friendly environment for all of our students to allow them to learn effectively, improve their life chances and help them to maximise their potential.

We want a school in which bullying of any kind is not accepted by any of the school community.

Let's make BSL a place where everyone feels safe and appreciated.

What is Bullying?

Bullying is deliberately hurtful behaviour which is repeated over a period of time.

It is difficult for those being bullied to stop the process.



What to do if you or someone you know is being bullied

- Tell an adult in school - They will help you and give you advice.
- Remember - it's not your fault. No one deserves to be bullied.
- Show the bullies that you do not approve of what they are doing.
- Help and support other students who are being bullied.
- Keep a record - and save any nasty texts or messages you have been sent. Show them to an adult

It is everyone's responsibility to help prevent bullying

Types of Bullying

Verbal

Teasing or taunting, name calling, inappropriate comments, threatening to cause harm.

Physical

Hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things, making mean or rude gestures.

Emotional/Social

Leaving someone out on purpose, telling other children not to be friends with someone, spreading rumours about someone, embarrassing someone in public.

Cyber

Using any electronic device, e.g. phone or computer, to verbally or emotionally bully someone. This includes FaceBook, Instagram, WhatsApp, SnapChat, texting and any other social media.

Racist

Any harm or offensive action towards someone because of their skin colour, cultural or religious background or ethnic origin.

SEND

Any harm or offensive action towards someone with disabilities and special needs.

Our Primary School Learner Skills

Across all of our year groups and subjects, we work to develop learner skills that empower students to become independent, lifelong learners.

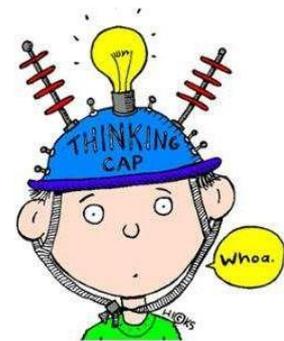
These skills are:



Social



Self-Management



Thinking



Communication



Research

Primary School Homework/Home-Learning Policy

(Summary)

Homework is meaningful; quality work assigned by class teachers in order to support and further in-class learning and strengthens the partnership between school and home. Homework is intended to be completed during non-instructional hours.

Homework activities are an important part of the home/school partnership. As children move from year to year, the expectations increase in reasonable increments, so they build their homework 'muscles' for increased stamina and concentration. Just as adults may bring work home because it's part of their responsibility for their job, so too is homework a child's responsibility as a student. Teachers and parents should work together to help reluctant students understand this important expectation. At BSL, we view homework not as a chore, but as an exciting and important opportunity to support and enhance student learning.

Expectations

The British School recognizes that family time and free play allows children to explore and develop their own interests and is essential to childhood development. Our primary school homework expectations below will give you clear guidelines about the amount of homework which children should do each night, Monday through Friday. Our expectations are based upon the guidelines set by the Department for Education in the UK, responses from parent surveys and on the professional knowledge and judgment of our teachers.

1. Students of all ages and levels should be engaged in a reading activity each day. Parents are encouraged to read to their children nightly, as well as listen to them read.
2. Children will receive spelling words on a Friday each week. They will be tested on these the following Thursday.
3. Children will be given optional project work in topic and science. This work will be based on their current unit and will set for a minimum period of 2 weeks

Concerns regarding homework

Please relay concerns in the following way. We encourage parents to follow this to help build and maintain communication in an appropriate way.

- Firstly, make an appointment to see the class teacher
- Secondly make an appointment to see the head of primary
- Thirdly make an appointment with the head of school

The time-limit recommendations are a guide for you and your child. If homework is an onerous task, set a timer for the recommended amount of time for the year group and have your child stop working when the timer goes off. Draw a line on the page or jot a quick note to your teacher so he or she knows how much work your child completed in the allotted time. If your child finishes the written homework quickly, let him or her read longer. Your teacher can recommend many resources to explore if you want more work for your child, however, keep in mind that you will be responsible for setting and marking any such tasks.

Please make an appointment to speak with your child's teacher if you have further questions about homework.

In addition to the above children may receive the following:

	Estimated time	Notes	What to expect (these are only guidelines and there may be variations in order to make HW relevant there may also be homework given in other areas or by specialists)
Reception Class			The development of an effective parental partnership in the foundation setting encourages early learning activities which link reception and home. These home-learning activities can play an important role in the child's early acquisition of literacy and numeracy skills.
Key Stage 1 Year 1 & 2	1 hour a week	Teachers will provide guidelines to parents as to how to pace the work throughout the week.	Year 1
			Maths task Practice of tables (2,5, 10) and number bonds A literacy task e.g. spelling based activity, grammar based activity, reading comprehension
			Year 2
			Maths task Practice of tables (2,5,10,11) and number bonds A literacy task e.g. spelling based activity, grammar based activity, reading comprehension
Lower Key Stage 2 Year 3 & 4	1.5 hours a week (approx 20-25hrs a day)	Only reading will be given on a Friday	Year 3
			Maths task Practice of tables (2,3,4,5,6,7,8,9,10,11) and mental maths A literacy task e.g. spelling based activity, grammar based activity, reading comprehension
			Year 4
			Maths task Practice of tables (2,3,4,5,6,7,8,9,10,11) and mental maths A literacy task e.g. spelling based activity, grammar based activity, reading comprehension
Upper Key stage 2 Year 5 & 6	2.5 hours a week 30 minutes daily		Year 5
			Maths task Practice of tables (2,3,4,5,6,7,8,9,10,11,12) and mental maths A literacy task e.g. spelling based activity, grammar based activity, reading comprehension Science task
			Year 6
			Maths task Practice of tables (2,3,4,5,6,7,8,9,10,11,12) and mental maths A literacy task e.g. spelling based activity, grammar based activity, reading comprehension Science task

Please note that these tasks will be varied and where necessary differentiated and ESL students will receive supplementary/alternative tasks for English.

Grading in Years 1 - 6

Achievement grades will follow the guidelines provided by the Cambridge Progression Checker and Primary Checkpoint. A detailed outline is provided below:

Level	Attainment		Description	% Equivalent	Guidance for comparison to Secondary Grades
	Checkpoint	Progress Checker			IB Scale (7 is a 6 rating to align with Cambridge numbers scale)
6	Excellent	Gold	Exceeding the Standard Learners have an excellent grasp of the curriculum content. They are successfully achieving the great majority of the learning objectives and often go beyond what is expected at this stage.	90 - 100	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
5	Very Good			80 – 89	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
4	Good	Silver	Meeting the standard Learners have a sound grasp of the curriculum content. They are successfully achieving many of the learning objectives as expected at this stage.	68 – 79	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
3	O.K.			46 – 67	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
2	Poor	Bronze	Working towards the standard. Learners have a basic grasp of the curriculum content. They have achieved a few of the learning objectives and are working toward achieving others. They would benefit from more focus on some areas of the curriculum.	26 – 45	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
1	Very Poor			0 – 25	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.

Effort Grade	
A	Consistently attentive and engaged
B	Generally engaged, but sometimes off task
C	Generally making little effort to stay involved

ICT Facilities at BSL

The British School of Lomé supports student learning through the appropriate and ethical use of information and communication technology to enrich the learning experience. In order to achieve this aim the following rules apply:



- BSL ICT facilities must be treated with respect at all times. You will be held liable for any intentional damage to these facilities.
- All ICT/computer facilities at BSL are to be used for legitimate educational purposes only unless otherwise stated.
- The secondary computer room will be available during the lunch hour, after school and during prep for students to use for academic purposes with permission from their teacher.
- No food or drink should be consumed in the ICT labs.
- The computers in the computer rooms must not be left logged in or unattended. It is not permitted to lock the computers.
- Students should not share personal user accounts or passwords with anyone else.
- Students should not access other people's files.
- Primary students should not access any social networking sites such as Facebook on school premises.
- Students should never view or download any inappropriate, violent, racist or sexual content.
- Students should never send or post any malicious or hateful material using ICT facilities. This is known as cyber bullying.
- Downloading of films or music is prohibited unless it is for academic purposes.
- Plagiarism is forbidden: Students are expected to respect intellectual property rules and copyright laws by using appropriate referencing.
- Primary Students are not allowed to bring any electronic devices to school.

Abuse of the computer network or the Internet, may result in disciplinary action including possible suspension of IT privileges.

BSL Home-School Agreement

To reinforce the partnership between home and school, each year all students, parents and teachers sign the Home-School Agreement.

Students agree that they will:

- Use common courtesy, good manners and show respect for themselves and others
- attend regularly and arrive at school by 7.50 am;
- wear the uniform correctly and bring the correct equipment each day;
- work hard to achieve targets set with teachers;
- help other students by allowing every teacher to teach and every fellow learner to learn;
- behave well in and out of class, follow the code of conduct and meet the school's expectations.
- respect and care for others and their property (including school property)
- care for their planner and record all homework details; give their best effort on all tasks;
- meet all deadlines for handing in homework and classwork.
- find out what opportunities are available to them and participate where possible;
- pass all letters, notes and reports to parents on the day they are issued
- talk with parents and teachers about any concerns in school.

I have read the BSL Learner Profile: A Student Code of Conduct and I agree to abide by its provisions. I understand and agree with the Disciplinary Procedures of the school.

Name of Student (print) Signed (Student)

.....

Date

Eco School Guidelines

Reduce! Reuse! Recycle!

Waste is a problem. Fortunately, there are things that we can all do about it!



Reduce means cutting the amount of stuff you use in the first place so that you have less to throw away! It is much better to reduce waste in the first place!

Re-use means using things again and again and again!

Recycle means using things that have already been used to make new things. After use have reduced and reused as much as you can, Recycle!

Jolly Phonics (For Early Years)

Jolly Phonics is multisensory and has been developed so the adult can use it confidently and easily, even at the end of an exhausting day!

Independent studies find that, after one year's teaching, children taught with Jolly Phonics have an average reading age around 12 months ahead of their actual age. Their spelling age is usually slightly further ahead. Boys typically do as well as girls.



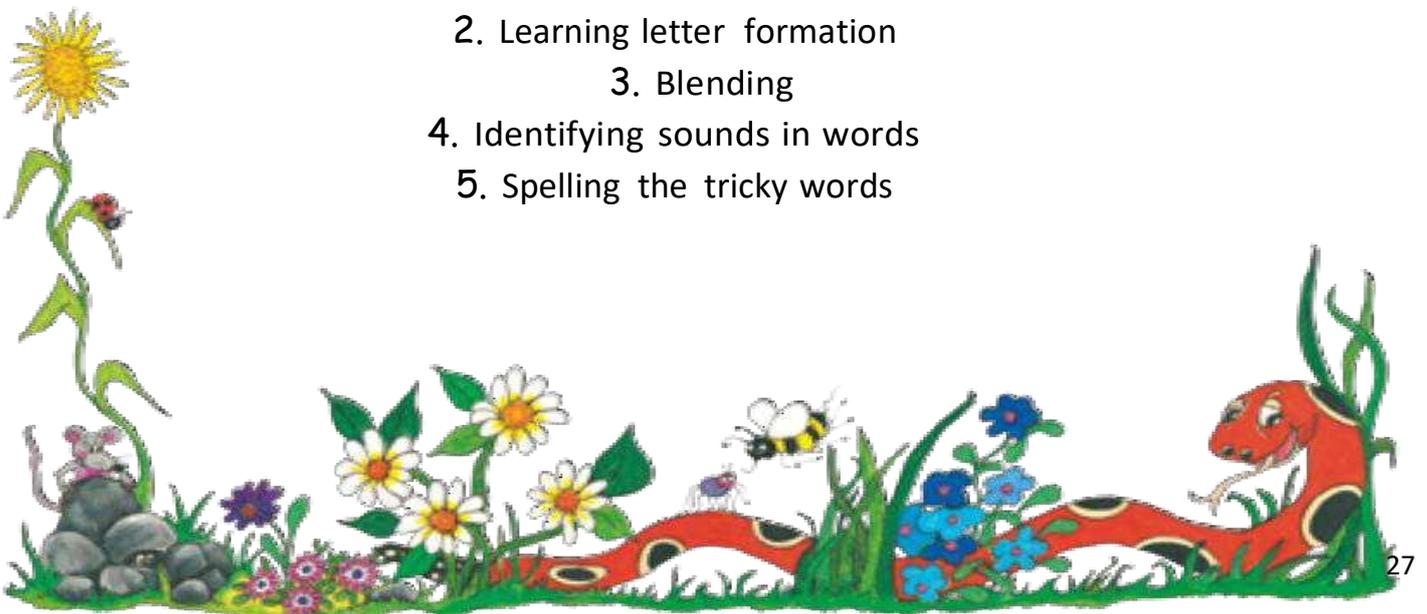
Jolly Phonics is a thorough foundation for reading and writing. It uses the synthetic phonics method of teaching the letter sounds in a way that is fun and multi-sensory. Children learn how to use the letter sounds to read and write words.

Jolly Phonics includes learning the irregular or 'tricky words' such as said, was and the. Together with these materials you should also use storybooks.

Parental support is important to all children as they benefit from plenty of praise and encouragement whilst learning. You should be guided by the pace at which your child wants to go. If interest is being lost, leave the teaching for a while and then come back to it later. Not all children find it easy to learn and blend sounds. Extra practice will lead to fluency in reading and help your child manage at school.

The five basic skills for reading and writing are:

1. Learning the letter sounds
2. Learning letter formation
3. Blending
4. Identifying sounds in words
5. Spelling the tricky words



1. Learning the letter sounds

In Jolly Phonics the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups. Some sounds are written with two letters, such as ee and or. These are called digraphs. oo and th can each make two different sounds, as in book and moon, that and three. To distinguish between these two sounds, the digraph is represented in two forms. This is shown below.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar



Each sound has an action which helps children remember the letter(s) that represent it. As a child progresses you can point to the letters and see how quickly they can do the action and say the sound. One letter sound can be taught each day. As a child becomes more confident, the actions are no longer necessary. There is a list of all of the letter sounds and their corresponding actions on page 8 of this guide.

Children should learn each letter by its sound, not its name. For example, the letter 'a' should be called a (as in ant) not ai (as in aim). Similarly, the letter n should be nn (as in net), not en. This will help in blending. The names of each letter can follow later.

The letters have not been introduced in alphabetical order. The first group (s, a, t, i, p, n) has been chosen because they make more simple three-letter words than any other six letters. The letters b and d are introduced in different groups to avoid confusion.

Sounds that have more than one way of being written are initially taught in one form only. For example, the sound ai (rain) is taught first, and then alternatives a-e (gate) and ay (day) follow later.

2. Learning letter formation

It is very important that a child holds their pencil in the correct way.

The grip is the same for both left- and right-handed children.



The pencil should be held in the 'tripod' grip between the thumb and first two fingers. If a child's hold starts incorrectly, it is very difficult to correct later on.

A child needs to form each letter the correct way. The letter c is introduced in the early stages as this forms the basic shape of some other letters, such as d. Particular problems to look for are: the o (the pencil stroke must be anticlockwise, not clockwise), d (the pencil starts in the middle, not the top), there must be an initial down stroke on letters such as m and n. A good guide is to remember that no letter starts on the baseline.

In time a child will need to learn joined-up (cursive) writing. It helps the fluency of writing and improves spelling. When words are written in one movement it is easier to remember the spelling correctly. Jolly Phonics uses the Sassoon Infant typeface which is designed for children learning to read and write.



3. Blending

Blending is the process of saying the individual sound in a word and then running



them together to make the word. For example, sounding out d-o-g and making dog. It is a technique every child will need to learn, and it improves with practice. To start with, you should sound out the word and see if a child can hear it, giving the answer if necessary. Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder. Try little and often with words like b-u-s, t-o-p, c-a-t and h-e-n.

Remember that some sounds (digraphs) are represented by two letters, such as sh. Children should sound out the digraph (sh), not the individual letters (s-h). With practice they will be able to blend the digraph as one sound in a word. So, a word like rain should be sounded out r-ai-n, and feet as f-ee-t. This is difficult to begin with and takes practice.

The Jolly Phonics Regular Word



Blending Cards can be used in class to improve this skill.

You will find it helpful to be able to distinguish between a blend (such as st) and a digraph (such as sh). In a blend the two sounds, s and t can each be heard. In a digraph this is not so. Compare mishap (where both the s and h are sounded) and midship (which has the quite separate sh sound). When sounding out a blend, encourage children to say the two sounds as one unit, so fl-a-g not f-l-a-g. This will lead to greater fluency when reading.

Some words in English have irregular spelling and cannot be read by blending, such as said, was and one. Unfortunately, many of these are common words. The irregular parts have to be remembered. These are called the 'tricky words'.



4. Identifying sounds in words



The easiest way to know how to spell a word is to listen for the sounds in that word. Even with the tricky words an understanding of the letter sounds help.

Start by having your child listen for the first sound in a word. Games like I-Spy are ideal for this. Next try listening for the end sounds, as the middle sound of a word is the hardest to hear.

Begin with simple three-letter words such as cat or hot. A good idea is to say a word and tap out the sounds. Three taps means three sounds. Say each sound as you tap. Take care with digraphs. The word fish, for example, has four letters but only three sounds, f-i-sh.

Rhyming games, poems and the Jolly Songs also help tune the ears to the sounds in words. Other games to play are:

- Add a sound: what do I get if I add a p to the beginning of ink? Answer: pink. Other examples are m-ice, b-us, etc.
- Take away a sound: what do I get if I take away p from pink? Answer: ink. Other examples as above, and f-lap, s-lip, c-rib, d-rag, p-ant, m-end, s-top, b-end, s-t-rip, etc.



5. Spelling the tricky words

There are different ways of learning tricky spellings:

- 1) Look, Cover, Write and Check. Look at the word to see which bit is tricky. Ask the child to try writing the word in the air saying the letters. Cover the word over and see if the child can write it correctly. Check to make sure.
- 2) Say it as it sounds. Say the word so each sound is heard. For example, the word 'was' is said as 'wass', to rhyme with mass, the word Monday is said as 'M-on-day'.
- 3) Mnemonics. The initial letter of each word in a saying gives the correct spelling of a word. For example, laugh - Laugh At Ugly Goat's Hair.
- 4) Using joined-up (cursive) writing also improves spelling



REMEMBER: Read something EVERY NIGHT!!

Genre Abbreviations

Action Adventure (Fiction) = AA	Fantasy (Fiction) = F	Informational (Non-fiction) = I	Realistic Fiction = RF
Autobiography (Non-fiction) = AB	Historical Fiction = HF	Mystery (Fiction) = M	Science Fiction = SF
Biography (Non-fiction) = B	Humorous Fiction = HU	Poetry (Fiction) = P	Traditional Literature = TL

Dear Readers,

Welcome to your Reading Log! WE would like to encourage you to read something EVERY NIGHT. There are so many books out there that want you to open their pages and read them. There are exciting adventures waiting, spooky tales, hilarious stories, fabulous fantasies and may more that you can escape into!

To recognise your fantastic reading, you have the chance to collect all of our fantastic BSL Reading Awards - Bronze, Silver, Gold, Platinum and the highly desired Diamond Award! Would like you to collect all five and be in the running to win a special prize at the end of the year? Great! Here's what you do.

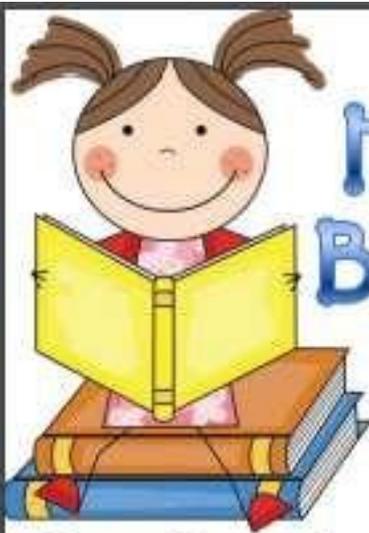
1. Select a book that is just right for your age (if an adult is reading to you it can be a bit harder).
2. Finish reading the book and record it in your reading log. Don't forget to get a signature!
3. After every 25 books select your favourite 2 and write two book reports. Your class teacher will give you the correct forms for your year group.
4. Give the book reports to your class teacher to check for you.
5. Your class teacher will pass the book report on to the Head of Primary
6. Wait for the next Assembly to receive your Book Award.

When you have collected ALL 5 awards, your name will go into a hat to receive a special prize at the end of the school year!

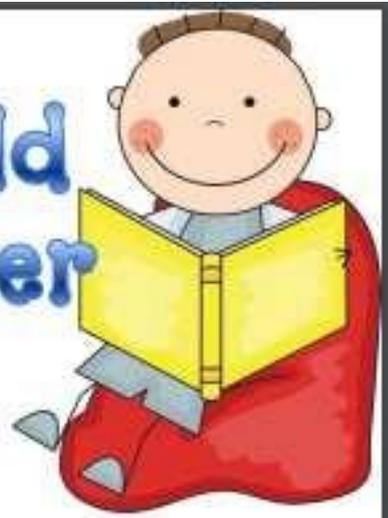
**The MORE that you READ,
The MORE things you will KNOW.
The MORE that you LEARN,
The more PLACES you'll GO.**

-Dr. Seuss

HAPPY READING!!!



Help Your Child Become a Better Reader



Questions to ask your child while reading fiction text

Who is the main character?

What was the setting?

What was the problem in the story and how was it solved?

What do you predict will happen next in the story?

Why do you think the author chose the title for the story?

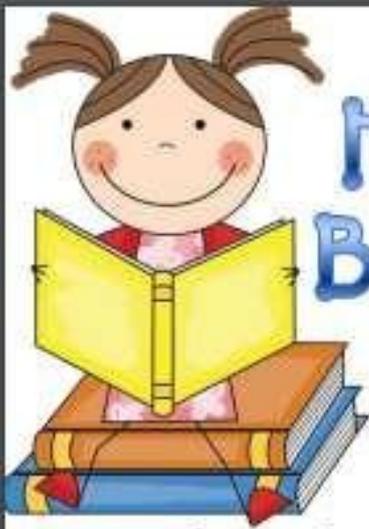
Do you like the title of the story? Why or why not?

Can you think of a different title for the story?

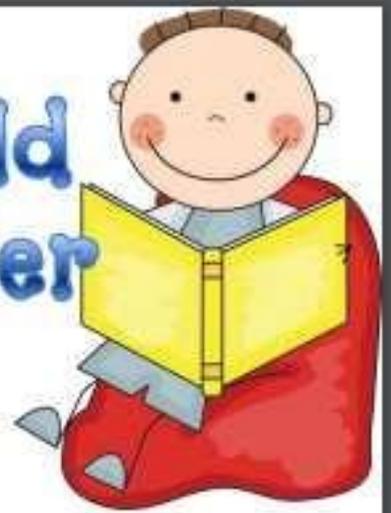
Which character from the story would you choose to be your friend? Why?

What part of the story was the most exciting? Why?

Did you like the end? Why or why not?



Help Your Child Become a Better Reader



Questions to ask your child while reading nonfiction text

What is the main idea of the text?

What did you learn from reading the text?

Are there any words that you do not know what they mean?

What are some new words that you learned?

Do you have any questions after reading this?

Were there any important features (charts, diagrams, pictures) that were important?

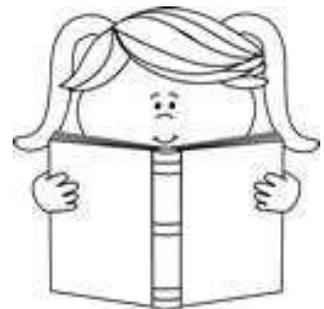
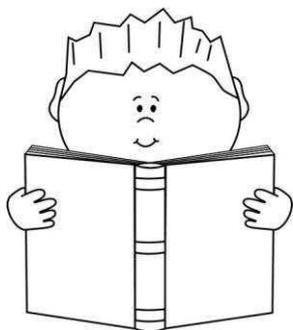
Where could you find more information about this topic?

Did you like this text? Why or why not?

My Homework Diary

Top Tips for doing Homework

1. Switch off the television.
2. Wash your hands.
3. Sit at a table
4. Use a sharp pencil (or a pen if your teacher tells you to)
5. Remember, an eraser and ruler help keep your work neat.
6. Follow instructions carefully
7. Check your work - an adult can help with this
8. Remember to take your homework back to school.



This reading lion will help you keep a check on your homework.



Trace this picture & colour it in to show how well you have worked each week or design your own!

Book - Reading

Head - Spelling

Body - Tables

Rock - Other work