



PDO School
Passion for Learning

Information for Parents

2014-2015

*PDO School is proud to be a
Learning Focused school*

Welcome to



Dear Parents,

Welcome to PDO School. We are proud to be a learning focused school. We discuss what children are learning, rather than what they are doing. Activities and tasks are designed to enhance children's learning and progress, and to help each individual child take his or her next developmental step.

This document contains essential information about PDO School, including:

- general organisational information
- the education and care we provide for our pupils
- our partnership with parents
- how we monitor (and seek to improve) the standard of education

We would like to inform you that our School website contains lots of information and photographs and is well worth visiting regularly as it is continually updated. The school website is: www.pdoschool.com.

Each year you will receive a Curriculum Outline for your child's class. You will also be invited to attend other events to help you work in partnership with us to support your child's learning. Such events include: Curriculum Meetings, Parent Consultations and Learning Open Afternoons.

We hope you find all this information useful and would like to take the opportunity to thank you for the future role you will play in our active school community.

If we can help you further, please do not hesitate to contact us.

Best wishes,

Joanne Speller

Hannah Loudoun

Christine Armstrong

Head Teacher

Deputy Head Teacher

Deputy Head Teacher

CONTENTS

		Page
1	General Administration Information	5
	1.1 School Contact Details	5
	1.2 Admission	5
	1.3 School Hours	6
	1.4 Attendance	7
	1.5 The Year Ahead	7
2	The Learning	8
	2.1 The Foundations of Learning and Teaching at PDO School	8
	2.2 Principles of Learning	9
	2.3 Our Learning Outcomes, Our Learner Outcomes	9
	2.4 Strategies	10
	2.5 Creating the Climate for Learning	10
3	Parents as Partners	11
	3.1 Your Child	11
	3.2 Parent Teacher Meetings	12
	3.3 Sharing the Learning	12
	3.4 Volunteers	13
	3.5 Working in School	13
	3.6 School Board	13
	3.7 Parent Teacher Association	13
	3.8 Communication	14
	3.9 Management of Concerns	14
4	The Character of the School	16
	4.1 Background	16
	4.2 HSSE - Health, Safety, Security and Environment	16
	4.3 Car Park Arrangements	17
	4.4 Security	18
	4.5 Behaviour in PDO School	18
5	The Care of Our Pupils	19
	5.1 New Pupils	19
	5.2 Follow-up Support	19
	5.3 Going to the Pre-Nursery	20
	5.4 Care of the Younger Child	20
	5.5 Transition	20
	5.6 Special Educational Needs	21
	5.7 English as an Additional Language	21
6	The Educational Organisation	22
	6.1 The Teaching Staff	22
	6.2 Staff Development	22
	6.3 Staff Responsibility	22
	6.4 Curriculum	22

	6.5	International Mindedness	23
	6.6	Brain Friendly Learning	24
	6.7	Home Learning	25
	6.8	Assessment & Recording	25
	6.9	Reporting Pupils' progress	26
	6.10	Pre-Nursery Open Evenings	26
	6.11	Secondary Education	26
7		Development	27
	7.1	Quality Assurance	27
	7.2	Curriculum Monitoring	27
	7.3	Staff Appraisal	27
	7.4	School Improvement	27
	7.5	Inspection and Review	27
8		Quick Guide (alphabetical)	28
	8.1	After School Activities	28
	8.2	Assemblies	28
	8.3	Cycling to School	28
	8.4	Dress Code	29
	8.5	Events	30
	8.6	Final Departure	30
	8.7	First – Aid	31
	8.8	Food in School	31
	8.9	Headlice	32
	8.10	Illness	32
	8.11	Late Collection Meeting Point	33
	8.12	Leave	33
	8.13	Library Books	33
	8.14	Lost and Found Items	33
	8.15	PE and Swimming	33
	8.16	Playtimes	36
	8.17	Punctuality	36
	8.18	School Closure	37
	8.19	School Song	37
	8.20	Sun Safety	38
	8.21	Supervision	38
	8.22	Transport	38
	8.23	Trips	38
	8.24	Yearbook	39
		Appendix	
1		PDO School Mission, Vision and Values	40
2		Car Park Safety Poster	46

1 **GENERAL ADMINISTRATION INFORMATION**

Those who come to our school are assured of a friendly and welcoming reception.

1.1 **School Contact Details**

<u>Postal address:</u>	PDO School PDO LLC, HRD 51 PO Box 81 Muscat 100 Sultanate of Oman	
<u>Telephone:</u>		
Pre-Nursery		246 77813
Administration	Salma Al Jardhami	246 75864
	Salma Al Esry	246 77279
Headteacher	Joanne Speller	246 77275
Deputy Head	Hannah Loudoun	246 73460
Deputy Head	Christine Armstrong	246 73874
<u>E-mail:</u>		
	Joanne.JS.Speller@pdo.co.om	
	Hannah.L.Loudoun@pdo.co.om	
	Please contact Hannah for any queries regarding, admission, transfer or day to day non-curriculum based issues.	
	Please contact Christine for any queries regarding the curriculum, from term 2.	

1.2 **Admission**

The purpose of the school is to provide primary phase education for children of PDO expatriate staff from age 3 to age 11. In each calendar year the last day for admission into the age appropriate class is 31st August. Any arrangements that deviate from this are considered on an individual basis and are solely at the discretion of the Headteacher.

Pre-Nursery Admission

Children will be admitted in:

- September if their 3rd birthday falls between 1st September and 31st December
- January if their 3rd birthday falls between 1st January and 30th April
- April if their 3rd birthday falls between the 1st May and 31st August

Nursery Admission

Children are admitted to the Nursery during the year they turn 4

- September intake if their 4th birthday is between 1st September 2010 and 31st August 2011

1.3 School Hours

Day	Pre-Nursery Classes	Nursery Classes	P1 Classes	P2 – P8 Classes
Sunday	08.00-11.30	08.00-11.30	08.00-14.00	08.00-14.00
Monday	08.00-11.30	08.00-11.30	08.00-14.00	08.00-14.00
Tuesday	08.00-11.30	08.00-11.30	08.00-11.30	08.00-14.00
Wednesday	08.00-11.30	08.00-11.30	08.00-14.00	08.00-14.00
Thursday	08.00-11.30	08.00-11.30	08.00-11.30	08.00-14.00

Time table for Early Years and Milepost 1

Day Time	Sunday	Monday	Tuesday	Wednesday	Thursday
8.00 – 8.10	Brain friendly class time 10 minutes				
8.10 – 8.55					
8.55 – 9.40					
9.40 – 10.10	Break and snack				
10.10 – 10.55					
10.55 – 11.40					
11.40 – 12.20	Break and Lunch				
12.20 – 1.05					
1.05 – 1.50					
1.50 – 2.00	Learning reflection time				

Time table for Milepost 2 and Milepost 3

Day Time	Saturday	Sunday	Monday	Tuesday	Wednesday
8.00 – 8.10	Brain friendly class time 10 minutes				
8.10 – 9.10					
9.10 – 10.10					
10.10 – 10.40	Break and snack				
10.40 – 11.40					
11.40 – 12.20	Break and Lunch				
12.20 – 1.05					
1.05 – 1.50					
1.50 – 2.00	Learning reflection time				

As a brain-friendly school we recognise the importance of creating a learning environment which contains relaxed alertness. In order to achieve this we feel it is vital to begin the day with a brain friendly focused session. We also recognise the importance of reflection and enable all of the children to conclude their school days with a short reflection on learning.

Children should receive at least 1000 teaching hours (approximately 180 days per year). Normally our school year covers approximately 1015 hours, but slight variations are possible due to local holidays. It should be noted that children in the Nursery to Primary 4 classes are expected to complete approximately 880 hours a year.

1.4 Attendance

It is expected that each child attends every school day throughout the year.

If your child is not able to attend due to illness, please inform the school by telephone.

We strongly discourage families from taking holidays during term time. If this cannot be avoided, please arrange to discuss with the Headteacher or a Deputy Headteacher. This then needs to be followed up in writing, either by letter or email. A record of each child's attendance is kept and summarised in their Reports.

1.5 The Year Ahead

Year Planner 2014-2015	
24 August 2014	New School Year starts for staff
31 August 2014	Start of Term 1 for children
5 – 9 October 2014	Half Term (Eid El Adh'ha) holiday
25 October 2014	Islamic New Year* To be confirmed
18 November 2014	National Day* To be confirmed
18 December 2014	Term 1 Ends
19 December – 10 January	Winter Break (for children)
11 January 2015	Start of Term 2 for children
18 – 19 February 2015	Half Term Break
26 March 2015	Term 2 Ends
27 March – 11 April	Spring Break
12 April 2015	Term 3 Begins
16 May 2015	Prophet's Ascension* To be confirmed
27 - 28 May 2015	Half Term Break
2 July 2015	End of Term 3
3 July	Summer Break

To ensure that our education is effective and consistent we ask you to make sure that the children attend the school year as planned, to provide your child with the best opportunity to attend the 185 required

days. Children who miss out on learning regularly, often struggle to keep up with the class and have difficulty seeing the big picture of the learning that is taking place.

In case of unexpected storms or changed holiday times, we have had to close the school on occasion. We will do our best to contact you in these emergencies, through the use of email and SMS. Please make sure you check your e-mails regularly and that you have access to a private e-mail in case you can not go into work yourself.

2. THE LEARNING

PDO School is a Learning Focused school. Everything we do is focused on or linked to how we can improve children's learning and progress. For information on how we support children with specific learning needs (including English as an Additional Language), please see 5.6 Special Educational Needs (Learning Support) and 5.7 English as an Additional Language (EAL) Support.

2.1 The Foundations of Learning and Teaching at PDO School

Learning
<p>In PDO School, learners develop knowledge, skills and understanding by making connections between prior learning and new experiences.</p> <p>Our learners are enthusiastically engaged with their learning and can articulate and share their learning with others.</p> <p>Our learners develop their learning further in formal and informal settings, both in and out of school as part of a life-long experience.</p>
Teaching
<p>At PDO School our teachers endeavour to motivate, facilitate and guide our learners. Our teachers are aware of different learning styles and plan a wide range of learning experiences to enable our learners to fulfil their true potential.</p>

2.2 Principles of Learning

Principles of Learning

At PDO School we believe learning is most effective when learners:

- invest in the value of learning
- are actively involved
- are given a safe space to rehearse
- can use the appropriate subject vocabulary or key words
- can use the language of learning and demonstrate their learning in a variety of ways
- are given the opportunity to reflect
- can transfer the new into a variety of different situations
- negotiate risk
- make meaningful choices

Principles of Teaching

At PDO School we believe teaching is most effective when teachers:

- focus on beneficial learner outcomes
- plan to meet those outcomes
- scaffold (i.e. build up in small steps) meaningful challenge
- share learning processes
- provide a clear sense of structure and purpose
- actively involve learners through a variety of teaching styles
- connect learning to the world beyond the classroom
- build from what is already there
- can use the language of learning and activate learning in a variety of ways
– VAK (Visual/ Auditory/ Kinaesthetic)

2.3 Our Learning Outcomes

Our Learning Outcomes

At PDO School our learning outcomes affect more than the behaviours of learners. We aspire to enhance the learning experience of all those involved.

To this end we consider the learning needs of:

- individual and groups of learners from a variety of nationalities and cultural backgrounds
- individual adults who support the learning of learners
- groups of adults who support the learning of learners

Our Learner Outcomes

At PDO School we aspire to develop all learners, through the IPC Personal Goals, to be:

Adaptable:

Know about a range of views and cultures, cope with unfamiliar situations and explore new roles, ideas and strategies.

Communicators:

Use a variety of tools and technologies to aid in communication, make their meaning plain using verbal and non-verbal communication and communicate in more than one language.

Co-operative:

Work alongside and with others, understand different roles in a group and be able to adopt different roles.

Investigative:

Ask and consider searching questions, plan and carry out investigations and collect reliable evidence.

Moral:

Know about the moral issues connected with their studies, respect other standpoints and develop their own standpoints.

Thoughtful:

Use a range of thinking skills to solve problems, consider alternative points of view, reflect on what they have learned and identify their own strengths and weaknesses.

Resilient:

Stick with a task, cope when unsuccessful and try again.

Respectful:

Know about the varying needs of people, living things and the environment. Show respect for people, living things and the environment.

2.4 Strategies

Our Learning and Teaching Strategies focus on three areas:

- **Creating the climate for learning.**
- **Structuring the learning experience.**
- **Supporting the learning experience.**

For each focus area we use a range of agreed, accessible and carefully considered strategies. These are appropriate for the age and ability of the children. For your information, the details most relevant to parents are included below in Creating the Climate for Learning.

2.5 Creating the climate for learning

Creating a positive climate for learning is vital for all children and enables them the best opportunities to progress and develop. In line with the International Primary Curriculum we endeavor to create an

environment that is both secure but that enables children to face challenges. This approach to learning is based on the principles of brain-friendly learning and is an integral part of all learning in PDO School.

a. Focus on building positive learning relationships

At all times we attempt to create and maintain a positive environment for learning. This includes the sharing of success outcomes in academic learning and in relationships. We focus on positive outcomes and, in doing so, help learners know and understand the possible causes of poor progress in academic learning and in relationships. Throughout, we place our emphasis on improving how we learn rather than proving what we have learned.

b. Healthy environments

We create a physical space which supports learning. Learners are encouraged to have nutritious and balanced meals; they have access to water, regular physical reprieve, natural light, and an appropriate classroom temperature to learn in. We use displays and seating arrangements to aid learning.

c. Involvement of parents and others

We recognise that the attitude to, and involvement of parents in, learning is fundamental to the success of learners. We share our learning methods with parents and give regular guidance on how they can be active in supporting their child's learning. We acknowledge that learning takes place in and out of school.

d. Planning

Our planning focuses on what is best for the learners. It takes into consideration multiple intelligences and learning styles. We take time and professional interest in planning.

3 Parents as Partners

The School operates an 'Open Door' policy to encourage an open dialogue between teachers and parents for the benefit of children's educational development. Please be aware however, that teachers will not usually be available during teaching time. They will be happy to make an arrangement to speak with you before or after school.

3.1 Your Child

Parents are always welcome to discuss anything that involves the education and welfare of their child. If you need to speak with a teacher, it is appreciated if you can make an appointment outside of teaching time.

3.2 Parent - Teacher Meetings and Reports

There are Parent - Teacher meetings throughout the year for Pre-Nursery to Primary 7.

We start the year with a General Information session held at the beginning of the academic year, which is a chance for the Class Teacher to meet with all the parents together and pass on information relevant to their class. It is supported by a Curriculum Outline for that class.

Half way through the term you will have the opportunity to meet with your class teacher to discuss the progress that your child has made. This will also provide a valuable opportunity to discuss how they have adapted to their new class and generally settled in.

At the start of term two you will receive an interim report. This will then be followed by a parent teacher consultation.

In term three you will receive a full report in June. This will be followed by an optional parent teacher consultation.

We also feel it is important for you to have the opportunity to meet with the PE, Music, SEN and EAL specialists at the parents meetings. This is particularly relevant if they are directly involved with the teaching and learning of your child.

For Pre-Nursery, there will be a General Information Evening at the beginning of the school year and an Open Evening each term so you can see the learning that has been taking place. There are daily informal opportunities to discuss your child's progress.

3.3 Sharing the Learning

Each term there are opportunities for parents to be involved. This could be for an Entry Point to a Unit of Work, or for specific activities related to it. Exit Points also often include parental involvement, either to visit an exhibition or to participate in the final learning activities. In addition we host termly Learning Open Afternoons for parents to visit school and celebrate the progress their child has made. There will also be many learning activities that take place at home and we hope parents involve themselves fully in these. Our teachers will always be glad to give parents ideas of how they can contribute to, and support, their child's learning at home.

3.4 Volunteers

There are many opportunities throughout the year to become involved as a volunteer. You can support the learning in school in many ways; e.g. as a Library helper, by running an After School Activity, helping to organise special events or as a Parent Teacher Association (PTA) member.

Each class also has one or two 'Class Parents' who coordinate all the parents of that class for specific events. This may include welcoming new families with an introductory coffee morning, going on school trips and helping with End of Term parties. There is a Class Parents' Job Description to further clarify the role.

There are also opportunities throughout the year for parents to become involved in the classroom and individual teachers will organise this.

3.5 Working in School

In addition to our core team of teachers, we are pleased to have a number of Supply Teachers available to us. Supply Teachers are fully qualified teachers and are therefore able to teach a class of children when, for example, their teacher is off sick or on a training course. This provision is dependent on the availability of such teachers.

We also have a group of Learning Support Assistants working in classes throughout the school. They are dedicated to supporting the children's learning in school.

3.6 School Board

The School Board plays a pivotal role in ensuring the direction that the school takes. It also helps ensure that PDO School continues to be 'learning' focused.

The board consists of the following members:

Raoul Restucci	PDO Managing Director
Shabir Hussain	PCT - Omanisation and Talent Manager
Solenn Rawnsley	Parent representative
Miguel Marcano	Parent representative
Joanne Speller	Head Teacher (Advisory to the Board)
Hannah Loudoun	Deputy Head Teacher (HR/Operation)

3.7 Parent Teacher Association (PTA)

The Parent Teacher Association is the official body representing you as parents at the PDO School. The PTA organises a number of fun events for children, which help them to understand and appreciate their different social and cultural backgrounds e.g. Oman National Day, International Market Day and the End of Year party. In addition they maintain a Celebration Display. The PTA's main goal is to make the

school an even greater place to be and to enhance our children's enjoyment during their time at the PDO School.

The PTA maintains a close and cooperative relationship with the student council.

The PTA is self-supporting. At the start of every school year, we ask all parents for a small contribution to help finance the events the PTA organises.

Committee

The committee consists of a diverse cultural mix of parents, two class teachers, a PDO representative and the Head Teacher. Meetings are held every 6 weeks. Minutes of the meeting are posted on the noticeboard and are available electronically on request. We also meet in subcommittees on an ad hoc basis when organising specific events or plans.

Would you like to join?

The PTA offers you as a parent the unique opportunity to help organise wonderful events for our children and to voice your opinions, concerns and suggestions. We are always looking for enthusiastic parents to support and enjoy our events! If you want to get involved, please contact us at: pdoschoolpta@gmail.com

3.8 Communication

We believe it is important to have effective open communication. A PDO School Newsletter is sent home electronically from school every two weeks in which parents and others can read all about the learning that is going on in school, as well as forthcoming events and general information.

Contributions are very welcome for the Newsletter – please contact the school office.

3.9 Management of Concerns

At PDO School we acknowledge that, from time to time, parents may wish to express concerns about specific aspects of their child's education. We are always happy to investigate and respond to these concerns. Please note that, for the Class Teachers, it is important that even informal discussions take place outside of their teaching time.

Please make the Class Teacher your first point of contact

- If you have a concern about your child, the curriculum, behaviour or information.



In the event that the concern is not dealt with to your satisfaction, please contact the Milepost Leader.



In the event the concern remains unresolved, please contact the Deputy Head Teachers in the first instance, and then the Head Teacher

Please make the Headteacher or Deputy Headteacher your first point of contact

- If you have a concern about a member of staff, management or organisation.



In the event that the concern is not dealt with satisfactorily, a representative from PDO(HRP) may be sought to act as mediator.

PDO School staff also have a procedure for dealing with concerns that individuals may wish to express.

The Senior Leadership Team seeks advice on many issues from the Human Resources Department at PDO.

If you would like to see a copy of our Management of Parent Concerns Policy, please ask.

An open, honest relationship creates a true partnership in the education of the children in our care.

4 THE CHARACTER OF THE SCHOOL

4.1 Background

PDO School was originally a Shell Primary School that was founded in 1966 to provide education for the children of expatriate PDO employees of all nationalities.

PDO School differs from the other Primary Schools in Muscat in that parents of most of our pupils work for PDO. We have a high turnover of pupils, most of whom are with us for three to four years. It is rare that a pupil will complete his or her primary education only at our school. We also accommodate a small number of children from non-PDO, fee-paying families.

We aim to provide a high standard of education so that our pupils can fit smoothly into either an international or base country school system, on their transfer to another area. Children from many parts of the world attend the school. We recognise, and try to take advantage of, the valuable contributions different cultural backgrounds can make to the education of every child in our school. We make every reasonable effort to adapt to meet specific requirements for children of all nationalities.

4.2 HSSE - Health, Safety, Security and Environment

PDO School places great importance on Health, Safety, Security and Environment issues. The Leadership and Management team of PDO School is committed to the promotion of a safe working environment for staff, pupils and all other users of the school. In doing so, the school is committed to working within the PDO Company HSE framework and the school's own HSE Policy.

Each term, there is an HSE focus week during which a theme is explored and promoted throughout the school to raise awareness of important issues.

Members of staff and other adults can influence Health and Safety through their own actions and by accepting personal responsibility:

- **Evacuation procedures** are displayed in every room in school and planned emergency evacuations are held three times a year.
- Potential and actual **accidents/incidents** are recorded on tracking sheets and analysed.
- **Incident Reporting and Investigation** procedures follow PDO Company policy.
- **Buildings and Grounds maintenance** and safety issues are the responsibility of the Headteacher and Deputy Headteachers.

If you are visiting the school and hear the alarm, you are required to leave the school building immediately using one of the designated fire exits or entrance doors, and meet on the far side of the field until the all clear is given.

4.3 Car Park Arrangements

The school has strict guidelines for the use of the school Car Park and these arrangements are in place primarily for the **safety of our children**. Please see the appendix for the car park safety poster.

We ask for your full co-operation and support in following the car park arrangements, in line with PDO requirements.

All Parents

The security guards will close the barrier once the car park is full. Please do not wait in front of the barrier when it is down. There is plenty of additional parking space available next to the Golf course, in the Club overflow car park and behind Dolphin House.

In the interest of safety, please ensure that seatbelts are always worn before leaving the school car park.

Please only drive at walking pace in the car park area.

Pre-Nursery Parents

Please ensure that you always park your car in a designated parking place, turn off the engine and walk to the Pre-Nursery building to drop off or collect your child. Children are **not allowed** to cross the car park unless accompanied by an adult.

Nursery – Primary 7 Parents

- We ask you to drop your child(ren) off no earlier than **7.45 am** as teachers will only be on duty and responsible for the children from that time.
- You may park your car and accompany your child(ren) into school or, if they are able to exit the car safely without your help, you may use the drop-off lane.
- Please drive to the far end of the drop-off lane before stopping. There is a path which must be used to reach the front gate.
- Children are not allowed to cross the car park unless accompanied by an adult.

Some children cycle or walk home from school. If you come to collect your child(ren), please park your car and walk to the front of school. Teachers are on duty to ensure the children do not leave the school gate unless accompanied by an adult. The drop-off lane is not to be used for collecting children.

For safety and environmental reasons, car engines are not to be left running in the PDO School car park.

Please switch off your car engine and wait in the shaded area where fans are provided for your comfort.

4.4 Security

As a school we place a high emphasis on safety, in particular the safety of the children.

Coming in to school

The school car park is managed by security guards operating gate barriers during normal school hours. The entrance gates to the school car park are locked at 15.30.

The doors to the main school buildings are opened ready for the beginning and end of school sessions.

Please remember to sign in and out if you are visiting during the school day.

After School Hours

Users of the school's facilities must be registered with the Headteacher and access to the school grounds is not granted to non-registered users.

After 15.30 and at weekends, entrance to the school premises is pedestrian only, through the gate at the front of the car park.

A guard is on duty inside the main building monitoring the inside and outside of the buildings using CCTV. When the guards are off duty, an alarm installation is activated.

School Functions

For various school functions held in evenings throughout the year, the car park gates will remain open.

4.5 Behaviour in PDO School

We aim to ensure a consistent approach to pupils' behaviour by staff and children. We aim to provide a clear framework of expectations regarding behaviour, which is meaningful and familiar to the children.

As a school our approach focuses on the expectation of positive behaviour. Our behaviour guidelines are based on the Health and Safety of all children and staff

In practice this means that all Teachers are proactive in praising good examples and correcting examples of unacceptable behaviour

throughout the whole school, not only their class. Teachers actively monitor/correct their children's behaviour in Assemblies. Wherever possible the personal goals are used to reinforce positive behaviours and children are asked to reflect on their behaviour using the personal goals

Conflict Resolution Guidelines:

In PDO School a conflict is when two or more students disagree and this interferes with their social, emotional and/or academic well being. We encourage the children to resolve issues independently and verbally in a respectful manner. Children are encouraged to use the personal goals as a means of communicating and resolving disagreements. The children are aware that if this does not have a positive outcome they should seek the help of an adult. All adults are aware of the need to deal with conflicts in a positive solution based approach also underpinned by the personal goals. Only as a last resort will adults intervene to resolve the situation.

Opportunities are provided to our students daily to share any conflicts that have arisen either inside or outside the classroom. A variety of methods are utilized to enable children to both share, reflect upon and carry out actions when necessary.

5 THE CARE OF OUR PUPILS

PDO School seeks to provide a happy and safe environment for all children to develop their full potential.

5.1. New Pupils

Upon arrival, families should contact the Deputy Headteacher/ Admissions Officer. Once admission papers have been processed, you will be invited for a meeting. This will involve a brief assessment of your child and additional information will be shared.

All new children will be admitted on a Sunday, with the exception of the start of the academic year.

The classroom is prepared for the new arrival and a child is assigned to be their special friend, or 'buddy', during the first few weeks. On the first morning in school, we suggest that families arrive a little earlier to find the classroom and parents are most welcome to see their child is settled before the beginning of the school day.

5.2 Follow-up support

After an initial settling in period of two weeks, the child's parents are invited to meet with the teacher to discuss their progress.

5.3 Going to the Pre-Nursery

It is a big step for children to go to Pre-Nursery and initially it can be quite overwhelming. Even though your child will receive special attention from the teachers during the first few weeks, it may take some time for them to adjust to the new situation. The comfort and needs of the individual child are of paramount importance and we are able to make some adjustments to enable them to settle in as smoothly as possible. Please chat to your Pre-Nursery teachers regularly to monitor your child's own progress.

In the Pre-Nursery the emphasis is on learning through play. We hope your child will enjoy playing with new friends and toys. Of course, toys need to be shared with other children and this is a skill that needs to be learnt, along with adapting to the daily routine of school.

There is a pleasant and comfortable atmosphere where the children often carry out activities that are less easily organised at home. e.g. water play, sand play, painting and play dough. Little by little the child learns how to take care of others and behave in a social context. Games in circles, role-play and group activities enable the children to see how to behave in a sociable manner. In this respect the Pre-Nursery is a perfect stepping stone to Primary School.

5.4 Care of the Younger Child

Children who enter the Pre-Nursery and Nursery groups will follow a curriculum based on the International Primary Curriculum. Children will begin these groups at different points during the year and it is expected that they will have different abilities and experiences. Each child will be encouraged to develop their learning through exploring. Children are given ample opportunities for play and choice so that their transition from Pre-Nursery to Nursery is a positive experience. The classrooms are generous in size and therefore allow for a number of areas for role-play and active exploring. We appreciate that there can be a wide range in ability and some children are encouraged to undertake more difficult tasks when the teacher believes they are capable.

5.5 Transition

There are familiarisation opportunities for all children who transfer to Pre-Nursery during the year and Nursery at the start of the academic year. Initially, the teachers from Pre-Nursery and Nursery visit the children in their current setting (Karavaan or Pre-Nursery). Then there is an opportunity for the children to visit their new classroom for 20 minutes or so, with just their Mum or Dad during an afternoon. During this time they can explore the environment together, play with some toys and talk about what will happen when the child moves to the

class. This is followed by an organised transition morning when the children go as a class to either the Pre-Nursery or Nursery.

5.6 Special Educational Needs/Learning Support

At PDO School a team of teachers provide support for all children with specific learning needs. There is a full time Learning Support team who teach the children individually, or in groups. They are responsible for liaising with the class teacher on a regular basis and overseeing the provision of an Individual Education Plan (I.E.P). They have regular meetings with the Deputy Heads, they are in regular contact with the parents of children in their care and also hold separate Parents' Evening meetings when necessary.

Class teachers consult the SEN Coordinator/Learning Support Leader and Learning Support teachers when reviewing the pupils and their progress at regular points throughout the year. If a child is experiencing difficulty in an area of their learning, diagnostic testing may be completed to highlight specific problems. Close communication will be kept with the parents throughout this process.

Parents may seek the support and advice of the SEN Coordinator if considering having their child assessed by an external agency. Children who show exceptional ability in one or more areas will also be provided for by means of Individual Educational Plans which will aim to improve attainment and provide extension. These students are referred to as being Able, Gifted and Talented.

5.7 English as an Additional Language (EAL) Support

If English is not a child's first language the Class Teacher will provide appropriate support which will be supplemented where possible by additional lessons either individually or in a small group. This provision is organised by the EAL coordinator. We are particularly proud of our success rate with helping children in the earliest stages of acquiring a working knowledge of the English language. This is also reflected in our school results.

6 THE EDUCATIONAL ORGANISATION

6.1 The Teaching Staff

We are very proud of the quality of teaching staff that we attract. All candidates are screened thoroughly and extensive interviews undertaken. If in the unlikely event that a teacher is ill, the school will seek a temporary replacement through one of the suitably qualified supply staff. If this is not possible, in extreme cases classes may be merged, until a more suitable solution can be found.

6.2 Staff Development

Teachers are encouraged to attend courses to enhance their professional development and funding is provided for this. Courses can be followed during leave, online or at staff training days. Teachers are also encouraged to keep informed of current educational developments by reading material provided by appropriate professional bodies.

6.3 Staff Responsibility

Our teaching staff have several roles in addition to their role as class teacher. At PDO School we are very proud to have developed an effective and efficient leadership and management structure that fully supports and develops learning.

Teachers are on duty for 15 minutes before the morning and 15 minutes after the afternoon bell and for the duration of playtime to oversee an area.

Procedures are in place to summon help in the event of an emergency on the playground and we have qualified first aiders.

6.4 Curriculum

In the Pre-Nursery, the children learn through themes which are relevant to their age-group and teachers' planning focuses on providing children with learning opportunities.

From Nursery to Primary 7, the pupils benefit from learning together using the International Primary Curriculum (IPC), a curriculum for the 21st century, especially developed for Shell schools and used throughout the world in International primary schools.

PDO School is very proud to be an IPC Founding Member School; we have contributed to the curriculum throughout its development stages.

PDO School follows the English National Curriculum for Literacy and Numeracy. All other subjects are taught through the IPC with additional weekly lessons in Music, PE and ICT.

The IPC is a structured whole-school curriculum. Within the IPC there are explicitly defined learning goals for every curriculum subject and for personal development and international understanding. It helps pupils

develop subject knowledge, skills and understanding and builds the development of international understanding into the curriculum, which is a valuable asset in the modern world. Moreover, the IPC takes into account recent educational research about how children learn best. Before a new unit of work is started, the Class Teacher sends home an information letter which gives details of what the children will be learning in that unit. Very often, the IPC units involve research tasks and others which can be carried out at home with help of parents. We encourage parents to become as involved as possible in these tasks and support their children's learning at every opportunity.

6.5 International Mindedness

We believe that International Mindedness is one of the key attributes that is going to be central to the children's lives in the future. The development of international mindedness is a complex process, which moves from the development of 'self' in very young children to the sense of 'other' as the children move through the school. Through taught and caught learning experiences at PDO School we aim to:

- Facilitate the learning of new knowledge about the children's host and home countries.
- Develop a sense of identify (intrapersonal intelligence).
- Celebrate diversity and the similarities and differences between the host and home countries.
- Respect and value other cultures, religions and nationalities
- Be aware that parental expectations and children's experiences may vary depending on their culture and home country.
- Celebrate festivals and traditions from around the world.
- Be open minded and adaptable when planning for and providing international learning experiences.
- Integrate children to develop interpersonal skills and awareness of other cultures and nationalities.
- Be aware of and show an understanding of global issues that might affect the children and parents from different countries.
- Be sensitive and flexible when involving parents in their children's learning, especially where English is not their first language.

"International mindedness is the ability to respect and value the cultural and linguistic diversity of our school community, by developing an understanding through learning about, from and with each other."



International mindedness can only be achieved through the development of the personal goals. The development of international mindedness and the personal goals will lead to a real understanding of other cultures and will educate children to become global citizens.

6.6 Brain Friendly Learning

The IPC is based on recent evidence about the brain and the impact this has on classroom learning. The key aspects are:

- **How the brain works**

Through the IPC learning tasks we aim to stimulate the most appropriate brainwaves for what we are asking the children to learn. Through our IPC planning we aim to make connections between current and previous learning, giving them the big picture. This enables children to connect facts and skills to previous learning and to their own lives. In this way their learning becomes personal and makes sense. By giving the children meaningful and dynamic learning experiences, allowing them to use different learning styles, while emotionally responding to their learning will greatly improve their memory of their learning experiences. "Slow thinking" time also gives the brain time to assimilate the new information, before it emerges with a possible solution.

- **The Learning Styles: Visual, Auditory and Kinaesthetic**

Through our presentation of IPC learning and IPC research tasks we aim to provide opportunities for children to access information using a range of learning styles, their preferred and other styles. Teachers are able to draw on the document 20 ways to help children use their preferred learning style as a way of catering to these learning styles.

- **Multiple Intelligences: the eight intelligences as identified by Howard Gardner**

The IPC offers a broad curriculum and we plan for a variety of recording tasks to provide children with a range of appropriate learning experiences to develop all their intelligences: linguistic, logical-mathematical, musical, spatial, bodily-kinaesthetic, interpersonal, intrapersonal and naturalist). By matching the instructional strategies to the child's intelligence we strive towards maximising academic success. By stretching the instructional strategies to cover all types of intelligences we strive to maximise the development of all intelligences. Through the celebration of how we are all intelligent in different ways we develop the children's understanding that we all have a unique pattern of learning. As a result of this our children are developing their ability to understand and learn with diversity.

- **Flow and Emotional Intelligence**

Through providing exciting and meaningful IPC learning tasks we aim to help children respond in an emotionally positive way to learning, creating the learning condition of 'relaxed alertness' and 'flow'. This is when learning takes place most effectively, developing self-esteem as a crucial part of classroom learning.

- **Brain Friendly environment**

Brain friendly learning is focused on developing an environment most productive for effective learning. This includes many aspects such as diet, exercise, sleep, positive learning environments and an ability to make connections between past and present learning. You can help your child by ensuring that they have adequate sleep, a balanced diet, sufficient water and regular exercise. These simple steps will help ensure that your child's brain is ready for learning. All of these elements enable each individual to use their brain as a tool to reach their full potential.

6.7 Home Learning

Home learning tasks can play an important part in consolidating children's attainment, developing independent learning habits and involving parents in the education of their children.

Children will receive learning to complete at home on a regular basis increasing in amount and frequency as children move up through the school.

From P1 upwards, children will have daily reading homework.

Additional home learning in Language and Maths and IPC will be given as children advance through the year groups.

Home learning will most often be linked to class learning, providing the opportunity to extend or reinforce taught concepts. If the home learning task is not clearly understood, or your child is struggling with a task, please contact the class teacher.

6.8 Assessment and Recording Procedures

Throughout the school year you will have contact with your child's teacher and you can, at any time, make appointments to see her/him.

All children will be closely monitored in all areas of the curriculum. This will include:

- Formal and informal tests/assessments each term for children from P2 to P7. This involves the professional judgement on the children's day-to-day learning and is related to learning targets that are clearly identified in schemes of work
- Children in P5 to P7 undertake the International Schools Assessment (ISA) in October each year. The ISA assesses skills in mathematical literacy, reading and writing of students

- Assessments in reading, comprehension, spelling, writing and mathematics. These results are used to provide targets
- Assessments of goals within the IPC units of work

6.9 Reporting pupil's progress

Children's written work is marked together with them, wherever possible, so they have a clear understanding of how they are performing and what they can do to improve. Together, teachers and children set targets to work towards both for individuals and the whole class, and these are reviewed regularly. Children are involved in self-assessment on a regular basis. This self-assessment is then matched with the teacher's views on the child's progress and, together, a way forward is planned through manageable targets.

Reports are written and sent home twice a year. Parents who wish to discuss any of the content of the Report are able to make an appointment with their child's teacher.

The school likes to encourage an active partnership and values the support of parents who take a keen interest in their children's learning at all times. With the IPC there are many opportunities to become involved with research and by visiting school for the Entry and Exit points of many Units of Work.

By taking an active interest and providing positive comments you will encourage your children to achieve their full potential.

6.10 Pre-Nursery Open Evening

Each term an Open Evening is held in the Pre-Nursery for those children that are new.

6.11 Secondary Education

Please remember that it is never too early to start planning this major step.

Secondary level schooling in Muscat is provided by several schools catering for expatriates, including the British School, Muscat, The American British Academy, TAISM (The American International School of Muscat) and Muscat International School.

It is advisable to enrol early if you intend your child to continue with their secondary education here in Muscat. Places are limited and as a result there is competition for each position.

7 DEVELOPMENT

7.1 Quality Assurance

The school produces two termly and one annual Self-Evaluation Report at the end of the school year. These reports are based on evidence gathered from a variety of sources. This evidence includes test results, teacher's observations, parent's questionnaires, outside agencies i.e. WCL and, when applicable external audits and reviews. The reports are submitted to the educational advisors and the PDO School Board. They form the basis of the school's Improvement Plan for the following year. The main aim of these reports is to improve children's learning.

7.2 Curriculum Monitoring

As a 'learning focused' school, it is important that the teaching staff continually reflect on and review its practice. Everything we do is with improving children's learning in mind. For example we ask the children, "What are you learning?" instead of "What are you doing?"

All teachers are observed in the classroom by the Leadership Team, and by colleagues at various times during the year. When observing, we ask ourselves "Is learning taking place here?"

7.3 Staff Appraisal

The staff at PDO School are appraised using the same system as the Company. This involves Performance Contract Meetings with the Leadership and Management team during which we focus on reflection of practice, target areas for professional development and outline responsibilities for the year.

7.4 School Improvement

The school produces an annual School Improvement Plan and School Development Plan which outline the issues to be addressed each year. These include specific areas for improvement in each stream as well as whole-school issues. An outline of the plans is included in the annual Parents' Handbook.

7.5 Inspection and Review

At regular intervals the school is visited by a Review Team.

8 **QUICK GUIDE (Alphabetical)**

8.1 **After School Activities (ASA)**

The school and After School Activity co-ordinators organise an After School Activities programme. Volunteers help to run these activities. A programme is compiled each term and a booklet advertises the activities on offer. A schedule and application form is emailed to parents and children sign up for their choice of activity. A list of participants is compiled on a first-come, first served basis. **Many activities have a maximum number of places so parents are advised to act quickly.** It is not always possible to satisfy everyone's request but we do the best we can to fit children into at least one activity. There are no activities for Pre-Nursery or Nursery. For Primary 1 children, there is a limit on the number of activities for each child.

The school will inform parents and children if an activity is cancelled. We always need parents' help – and so anyone interested in starting a new activity or assisting with an established one should contact one of the ASA coordinators or a Deputy Headteacher.

8.2 **Assemblies**

The whole school meets regularly on a Thursday morning at 10:40am to watch a Class Assembly, celebrate events together and welcome new arrivals or bid farewell to leaving families. Each class prepares one assembly per year. Parents are invited to join the whole school in watching the assembly for their class(es) and may plan ahead using the calendar of events found in this year's School Handbook. Parents sit at the rear of the hall and, for safety reasons, are asked to remain there until all the children have left the room at the end, before coming forward to greet the performers and take photographs etc.

8.3 **Cycling to School**

Some children cycle to school. If you choose to allow your child to do so, please inform us and ensure the following:

- A) The cycle is roadworthy
- B) The child is familiar with basic safe cycling rules
- C) The child rides in single file on the correct side of the road
- D) The child uses the cycle paths, where provided.

We strongly recommend that your child wears a helmet.

- The children must get off their bikes at the school entrance and walk them to the cycle racks. (Cycle racks are positioned in the front of the staff car park.)
- Bicycles must never be ridden in the school car park.
- All bicycles, including those belonging to parents, must be parked in the bicycle shed.
- The ultimate responsibility for a child cycling to school lies with you, the parents.

SUGGESTED CHECK LIST:

- Check the handlebar grips are in place
- Tighten up wheel nuts
- Check for rusty or cracked parts
- Check tyres are inflated
- Check the chain for rust
- Check pedals are attached and spin freely
- Check that the seat is at the correct height and secure
- Test brakes
- Give your bike a good clean!

8.4 Dress Code

Dress Code for Children

There is no school uniform at PDO School; we do however have a P.E. uniform which we expect all children to wear for their P.E. lessons to ensure their Health and Safety (please see 8.15). Please be sensitive to our cultures in the school, shorts and other revealing clothes are inappropriate and may cause offence. We also request that you keep your child sun safe by protecting their shoulders and legs. Children should wear cool, comfortable clothing and, with safety in mind, shoes with closed in toes and straps that keep them on the foot. Flip-flops are not considered safe or appropriate footwear for school. When choosing footwear for school please ensure that they have a back strap and will not get caught in any of our play equipment or cause a health and safety hazard when children are running at playtimes.

We will provide each child with a PDO School hat and ensure they wear it when outside.

It is recommended that children do not wear jewellery to school for safety reasons. If children do wear earrings they should be studs.

Due to the air conditioning in our school buildings, we recommend that children bring a cardigan or warm top if they feel too cold inside.

General Dress Code for Parents and Visitors

As PDO School is a public place, all parents/visitors are kindly requested to comply with the normal clothing conventions of Oman. Shorts and other revealing clothes are inappropriate and may cause offence. Especially in the month of Ramadhan we ask you to dress conservatively and cover up as much as possible.

8.5 Events

The school organises a number of events for the children during the year, including Sports Days, Swimming Galas and performances. Dates of some of these can be found in the year planner in the Handbook as well as on the school website (www.pdoschool.com).

8.6 Final Departure

Families who are planning their Final Departure are asked to inform the school as soon as possible of any tentative or firm arrangements, so we may plan in plenty of time the necessary arrangements.

It is school policy that each child leaving PDO School receives a leaving t-shirt and a souvenir mug. We do not organise other farewell gifts in school. The Class Parent organises a leaving t-shirt for the child and the teacher arranges for it to be signed by the whole class. In the child's last assembly, the whole school gets a chance to say Goodbye and the leaving child receives their gift.

Transfer to Secondary School

Children moving on to secondary schools in Muscat are provided with pre-visits to those schools. Parents are also able to attend information sessions at the schools and we try to make the transition as smooth as possible. Comprehensive school records are passed on to the receiving schools.

Other Transfer

It is PDO School policy, agreed with PDO, that families considering transferring their child from PDO School to another school in Muscat, apart from secondary school transfer, must:

- 1) Provide at least **one full term's notice in writing** to the PDO School Headteacher or Deputy Headteacher of the intention to move
- 2) Give sound educational reasons for the proposed move.
This includes families who place their child on a waiting list.

If these criteria are not met, the family may still transfer their child but the school fees will not be reimbursed by PDO.

8.7 First Aid

Members of staff are qualified in First-Aid and deal with children who suffer minor accidents. If necessary, medical staff at the PDO Clinic may be consulted for advice. The school will contact parents in the event of any accident concerning their child, which is more than a minor accident, while at school. A record is kept of all Medical Treatment Cases (those which require a visit to the Clinic or hospital).

8.8 Food in School

PDO School is a nut free school.
We have children who suffer from potentially fatal nut allergies.

Therefore, please do not include peanuts or any nut products in snack boxes, lunches, party bags or birthday treats.

Morning Snack

In line with our philosophy on brain friendly learning, we recommend a light, healthy morning snack and drink. At PDO School we aim for sustainable snack and lunch boxes. Please try not to use any packaging that becomes waste. Re-usable plastic containers are ideal –try buying larger packets of loose items and select a portion to avoid individually wrapped items. Please do not send sweets, chocolate, fizzy drinks or glass bottles to school for either snack or lunch.

Lunch Box Suggestions

Please feel free to use this section for ideas when making a lunchbox for your child(ren). We would like to see the children have the most nutritious packed lunches possible. To keep the lunch cool, lots of children have lunchboxes which have a cooling element inside; you can buy them in many of the local stores at a reasonable cost. Some children bring a hot lunch, kept warm in an insulated bag or flask. Please remember to label the lunchbox/bag with your child's name.

- **Sandwiches**
 - bread or rolls, crackers or sausage rolls
 - cheese, spreads, tuna salad, salad and/ or meats

- **Savoury**
 - Quiche, samosas, cheese chunks or hard boiled eggs
 - Sausages, chicken or cold meats
 - slice of pizza, pasta, rice or noodles

- **Vegetables**
 - raw vegetables, various salads, carrot sticks or baby tomatoes
 - mini sweet corn, cooked vegetables or stir fry
- **Sweet**
 - individual mousse, yogurt, fromage frais or jelly
 - dried fruit or fresh fruit
 - slice of cake or biscuit

8.9 Head lice

- From time to time, as in every school, there are cases of head lice.
- Please help to spot cases early on by checking your child's head regularly.
-
- PDO School recommends the 'Bug Busting' system. 'Bug Busting' does not rely on products which contain harmful ingredients. It works by combining a specially designed comb with your usual shampoo and conditioner.
-
- It is very helpful if parents inform the school of any cases so we can recommend generally to parents that they check their children's hair and treat cases early.
- For more information: www.chc.org/bugbusting or www.nits.net

8.10 Illness

Please do not send your child to school when he or she is feeling unwell or is still on medication. Children are required to be fever free and medication free for 24 hours before returning to school.

If your child has been sick they should remain absent from school from 24 hours.

Please inform us when your child is going to be absent. This is especially important if your child has a contagious illness. We will need to be informed about this illness, so that we can inform other families.

If your child has had a contagious disease, you will need to provide us with a doctor's note to state that your child is no longer contagious, signed by PDO clinic or another doctor.

If a child gets ill during the school day, you will be called to pick up your child.

8.11 Late Collection Meeting Points

Even with the best planning, it is sometimes unavoidable that a parent or carer is late collecting their child from school. If this does happen, please call the school on 2467 7279 to let us know you are on your way. You should then collect your child from the office.

8.12 Leave

Although we strongly recommend parents to take leave during the school holidays, taking leave during the school term is sometimes unavoidable.

The school recognises official Company leave for employees and special family circumstances in the base country as authorised absence. All other leave, taken outside parent's official leave, is recorded as unauthorised absence and reflected in the child's Report. ***Please notify the Headteacher or Deputy Headteacher, in writing, of any planned absence from school.***

8.13 Library books

Each class has a weekly session in the school Library and the children are able to take Library books to read at home. Red library bags are used to keep the books in good condition. They can be purchased from the school Secretary. Please encourage the children to take proper care of the books. Damaged or lost books will be replaced at a cost charged to the parents. The library is also used for children's research activities, under supervision.

8.14 Lost and Found Items

Items found around the school are kept on the Lost & Found shelf outside the Staff Room. Parents are encouraged to mark their child's belongings clearly so that items can be returned if found.

8.15 PE/Swimming





Children have PE and Swimming lessons each week and it is expected that all children participate. Children who forget the appropriate clothing will be asked to telephone home for help. Swimming and PE are a valued integral part of our curriculum. If your child is well enough for school then they should also be able to fully participate in these activities. As with all other subject areas, children are required to take an active role.

PE Kit

This will remain the same as this year and consist of a school t-shirt and blue shorts. Both of these items will be available to buy from the start of the next academic year.

Swimming Kit

Please find below pictures and captions detailing the options available to you for swimming lessons. These items will not be available in school and will need to be sourced separately.

Options for Boys		
		
<p>Knee length shorts that are tight fitting to reduce water absorbance, weight and drag.</p>	<p>Traditional fitted trunks that are tight fitting.</p>	<p>Middle length shorts between the knee and hip that are tight fitting to reduce water absorbance, weight and drag.</p>
		
<p>Full length rash vest that is tight fitting.</p>	<p>Short sleeved rash vest that is tight fitting.</p>	

Options for Girls



Traditional one piece swimming costume.



Traditional one piece swimming costume with middle length shorts, **tight fitting** to reduce water absorbance, weight and drag.



One piece outfit with short sleeves and middle length shorts, **tight fitting** to reduce water.



Full length rash vest that is **tight fitting**.



Long sleeved, long legged, full cover swimming costume that is **tight fitting** to reduce water absorbance, weight and drag.

Your support in ensuring children wear suitable outfits for swimming is greatly appreciated. For further clarity please speak to Andy Pounds.

8.16 Playtimes

The Pre-Nursery children have two fixed-time outdoor playtimes each morning.

From Nursery to Primary 7 the children have a 20 minute morning break outside and a 20 minute break before lunch. Teachers are on duty at each play area during that break. During the third term, the hottest time of year, the children have the option of an indoor playtime. They may bring quiet activities from the classroom to the indoor room. We do not recommend children bring games or toys from home.

Safety at playtime

Each Milepost has their own play areas. Each play area has at least one adult on duty, whilst the early years playgrounds have two adults on duty. We have clear rules in our playground that should keep all our pupils safe. These rules are explained to the children at the beginning of the year and repeated on many occasions to ensure the safety of all our students.

We recognise that increased levels of physical activity at playtimes improve children's health and fitness, and also have a large impact on ensuring positive behaviours and attitude to learning. These values can be seen throughout our school and are referred to as personal goals. Brain friendly learning underpins our approach to creating positive learning environments both in and out of the classroom. Playtimes therefore present an ideal opportunity in which the children can be active and take a brain break.

8.17 Punctuality

For Pre-Nursery to Primary 1, there is a flexi-time start to each day from 8.00 – 8.15. Please do not arrive later than 8.15.

For all other classes, we ask that parents bring their children to school and collect them on time.

Teaching and learning starts promptly at 8 o'clock each morning and children who arrive late miss the important start of tasks. They also cause disruption to the class.

Occasional late collection can occur due to heavy traffic – parents are asked to telephone ahead to let us know you are on your way. Persistent late collection of children is very stressful for the child. We ask that every effort is made to collect children on time.

8.18 School Closure

Should we need to close PDO School the SMS system will be activated and an email sent out. If the closure is due to severe weather warnings the local radio stations will be notified

If the school closure is planned – ie a decision is taken before the start of the school day, all parents should receive notification before leaving for school.

If the decision to close the school is taken during the school day all parents are encouraged to collect their children as quickly as possible. Bus children should, where possible, also be collected as the buses require time to return to School before taking children home. Class teachers will remain with their children and notify the Deputy Head Teachers when all children in their class have been collected.

The decision to close the school is not a decision taken lightly. Therefore if we believe that there is a high chance of severe weather for the health and safety of all both at school and travelling to school, PDO School will close. In addition days lost due to unexpected Public Holidays or PDO Closure are not within the school's control.

Whilst we recognise that the impact of losing these days will have an impact on the amount of learning that has taken place at school we do not feel that this will have a detrimental impact on the children's education in the long term. Therefore as a School we are unable to make up lost days.

8.19 School Song

***Passion for Learning!
Trust and respect;
Caring for each other to make our lives connect.
PDO is special,
PDO is fun!
If you want to live your dreams this is the place to come***

(the verses below are sung when someone leaves)

***It's time to say Goodbye,
We'll always remember you,
We wish you luck in your future life,
As you go to pastures new.***

Passion for learning.....

We hope to meet you again,
Our paths may cross some day,
We sing this song to wish you well,
As we send you on your way...

Passion for learning.....

8.20 Sun Safety

Living in Oman, sun safety is a concern for all of us. At PDO School we try to raise the children's awareness of being safe in the sun. We provide the children with a PDO School hat. This should remain in school and will be worn for all outdoor playtimes and other activities. At least one of our HSE focus weeks during the year is on a sun safety theme.

We recommend that children:

- Wear a hat to and from school, during playtime and to/from the pool.
- Wear sunscreen on all exposed skin
- Dress appropriately to protect shoulders
- Make sure they have plenty of water to drink

8.21 Supervision

Teachers supervise children for 15 minutes before and after the morning and afternoon session bells. Parents should contact the school in advance, if they are unable to collect their child on time. We would like to ask all parents **to be prompt** in collecting children at the end of all sessions, including the end of After School Activities.

8.22 Transport

Parents are responsible for arranging suitable transport to and from school. Children who travel by bicycle should use the designated cycle paths en route and park their bike in the cycle shed once they reach school. We also recommend that regular maintenance checks are carried out on their bikes and that the children wear safety helmets.

8.23 Trips

These are always learning related. Trips are organised for all classes at various times during the first two terms. Trips in term 3 will generally be to indoor locations to avoid spending long periods of time in the sun.

Parents sign a School Trips Permission Slip when registering their child and this lasts for the duration of their stay in our school. We do not take the children out of school without informing parents in advance.

8.24 Yearbook

Each year we produce a Yearbook which contains highlights of the school year. It includes photographs and records children's learning as well as reporting on main events and it is a wonderful souvenir. The Yearbook is finalised and sold to parents in the third term.

We look forward to welcoming you to PDO School in the near future.

Appendix 1 – Mission, Vision and Values



Mission



To foster a Passion for Learning by providing all the children in our care with a nurturing, yet challenging environment in which they strive to reach their full potential.

Vision



To be the International School of first choice in Oman.

Values

Enquiry
Resilience
Morality
Communication
Thoughtfulness
Cooperation
Respect
Adaptability

We value the 8 personal goals and use these to underpin our daily lives to help develop 5 key characteristics that children will find beneficial throughout their lives: to be Internationally Minded, an effective communicator, independent, a critical thinker and a lifelong learner.

Learning



We will, through excellent teaching and organisation, maximize children's learning in a way which enables them to achieve high social, personal and academic standards, enjoy learning, adapt to other education systems and develop both a National and International perspective.

International Mindedness



International Mindedness is the ability to respect and value the cultural and linguistic diversity of our school community, by developing an understanding through learning about, from and with each other.

www.pdoschool.com

PDO School Aims

Through the provision of a well-balanced curriculum in the international setting of Muscat, PDO School aims to:

- Foster a '**Passion for learning**' and a 'Pride in Achievement'.
- Provide children with knowledge and understanding of different nationalities and cultural backgrounds beyond their own
- Develop in the children a national and an international perspective; including a focus on Oman as our host country
- Enable the children to adapt easily to other schools or education systems, including a smooth transition to the base country
- Play a prominent role in the community by organising and supporting a wide range of activities

PDO School Values

PDO School values are based on the IPC Personal Goals.

Communication

How do we behave to achieve our vision when we communicate with?

- **Children**
 - Create a safe Learning environment with clear expectations to allow all to communicate
 - Linking to International Mindedness value different ways of communication (e.g. different languages, verbal/ non verbal communication and technologies)
 - To act a role model, questioning, challenging and extending. To encourage communication (level and age dependent).
 - Relationship-speaking: listening
 - Children aware of expectations
- **Colleagues**
 - Act as a role model (treat others as you want to be treated)
 - Create a safe (comfortable, non judgmental) environment to allow constructive feedback to happen
 - Choose correct way of communicating depending on the situation (judge the situation)
 - Value and respect each other's time/views etc (both inside and outside of school)
- **Parents**
 - Flexible approach to discussing children's learning, although agreed upon appropriate times
 - To keep in mind the knowledge and understanding of English and pitch language appropriately
 - Make parent aware of culture of educational expectations and learning taking place

Cooperation

How do we behave to achieve our vision when we cooperate with?

- **Children**
 - Provide opportunities to develop cooperative skills acknowledging weaknesses and strengths
 - Provide opportunities for different group dynamics
 - To be a positive role model, praising and valuing all co-operation
- **Colleagues**
 - Be aware of international Mindedness- our colleagues come from different backgrounds (including body language)
 - Be pro-active in offering and asking for help and suggestions
 - Accept + utilize your own and others strengths and weaknesses (multiple intelligences)
- **Parents**
 - Early discussion to encourage cooperation
 - Teachers/parent and child each form an integral part of the learning process and the child's learning is the main focus both teachers and parents are accountable to agreed actions
 - Cultural awareness and understanding

Respect

How do we behave to achieve our Vision regarding Respect?

- **Children**
 - Taking time to listen to and value their opinions.
 - Providing a variety of different learning activities incorporating different learning styles.
 - Demonstrating and developing the children's ability to give compliments and constructive criticism.
 - Demonstrating and developing a respect of all people and respect for their own and people's property.
 - Being a positive role model for looking after the environment, e.g. recycling and looking after school property.
- **Colleagues**
 - Treating each other in a professional and courteous manner.
 - Being accountable by delivering on agreements that have been made.
 - Demonstrating a respect of all adults (teachers, teaching assistants, cleaners, maids, bus monitors etc.
 - Recognizing the achievements of others through giving compliments and constructive criticism.
- **Parents**
 - Being sensitive to different cultural backgrounds and expectations.
 - Taking time to listen to and value parents' ideas and opinions.
 - Demonstrating empathy as we are out of our home countries and our comfort zones.
 - Treating others in the way that you would like to be treated demonstrating a respect of all adults (teachers, teaching assistants, cleaners, maids, bus monitors etc

Enquiry

How do we behave to achieve ourselves to be better enquires?

- **Children**
 - To challenge children, to ask questions, to think outside the box by using vocabulary who, what, where, when , how etc
 - To provide an environment in which children can take risks
 - To encourage children to be inquisitive/ make connections between learns
 - To promote the development of enquires with in all areas of the
 - To get to know children by knowing their likes, dislikes, and individual learning styles

- **Colleagues**
 - Given the opportunity to be prepared to develop professionally
 - To share information/ to question others in order to find out more (about children)
 - To be part of decision making/ evaluating practice and policies

- **Parents**
 - To ask questions, to get to know families/ children/parents/cultures
 - Sharing and collecting information with/from parents, stimulate parents to be investigative by giving information about IPC unit/ their child's learning
 - Shared home learning tasks provided to allow for paired enquiry (parent/child)

Thoughtfulness

How do we behave to achieve our Vision regarding thoughtfulness?

- **Children**
 - Being aware of differences/cultural diversity/language issues and value different opinion
 - Take turns.
 - Look after your things – look after other peoples things – be a role mode
 - Awareness that problems can be solved in different ways
 - Encourage self and peer reflection in tasks and classroom learning routines

- **Colleagues**
 - Agree to disagree + compromise is necessary
 - Make sure why we are doing something is made explicit
 - Be brave and say how you feel

- **Parents:**
 - To recognize that each family is unique but remain focused on developing the child's learning both academically and pastorally
 - To listen to parents problems and points of view in relation to the child and work together to resolve issues by making suggestions and offering guidance and support when relevant

Adaptability

How do we behave to achieve our Vision regarding Adaptability?

- **Children**
 - Being aware that different situations ask for different behaviour achieved by discussing/talking/challenging and questioning to raise self esteem, self confidence and promote independence
 - Being aware of the big picture – where they have come from, social, emotional, economic, geographic or religious background
 - Provide different learning opportunities being aware of learning styles and adapting to children's needs and abilities (Teaching for Learning)
 - Encourage risk taking (develop ability to accept mistakes etc as part of learning)
- **Colleagues**
 - Being open to change and willing to try out new ideas /approaches
 - Be prepared to compromise
- **Parents**
 - To strive to be global citizens with an understanding that both children and parents have different needs
 - Being open to change and willing to try out new ideas and approaches
 - By keeping the lines of communication open encouraging parents to try alternative learning strategies at home

Resilience

How do we behave to achieve our Vision regarding Resilience?

- **Children**
 - To be a role model
 - To be prepared to attempt all activities
 - Mistakes should not be seen as a fail but as a
 - **F**irst
 - **A**ttempt
 - **I**n
 - **L**earning
 - Teach by giving and receiving and acting on advice
 - To be able to identify and praise examples of resilience in others
- **Colleagues**
 - To have a positive/can do attitude
 - To model our overcoming of difficulties
 - Keep the big picture in sight but recognize small achievements in the right direction
- **Parents**
 - Keep the big picture in sight but recognize small achievements in the right direction that their child is making
 - To agree to disagree but remain focused on child's learning
 - To turn perceived negatives into positives to strive towards creating a strong home-school link

Morality

How do we behave to achieve our Vision regarding Morality?

- **Children**
 - Developing a fair and secure learning environment through an understanding of actions and consequences
 - Demonstrating and developing an awareness of right and wrong by setting a positive example and rewarding positive behaviours
 - Demonstrating and development the children's ability to justify their actions
 - Developing an awareness that different behaviors are appropriate in different environments

- **Colleagues**
 - Value and respect each other's moral standpoint

- **Parents**
 - Accepting that parents moral standpoints and behaviors may be different due to cultural differences. As a result at times it is important to agree to disagree
 - Demonstrating an awareness that different cultures view stories/objects/animals etc in different ways and therefore providing them with the ability to raise concerns by being pro-active
 - Striving not to judge others without knowing all the facts

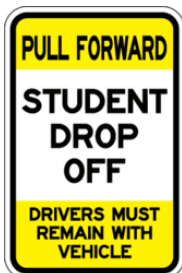
Appendix 2 – Car park Safety – Our expectations of all parents



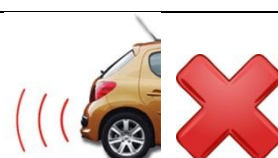
Car park Safety – Our expectations of all parents

The safety of all children at PDO School is extremely important. With this in mind it is vital that we all follow these guidelines:

Please remember that:



- There is a one-way system
- Reversing is not allowed
- All car engines should be switched off when stationary
- Children should not be left unattended in a car
- When dropping off children, drive to the end of the drop-off zone to avoid hold-ups
- It is important to drive slowly
- Mobile phones should not be used whilst driving
- Children should keep their seatbelts on until the vehicle they are travelling in has come to a complete stop



Please help us to create a safe environment for our children and community by following these guidelines.