

2017-2018



SECONDARY SCHOOL HANDBOOK

KEY STAGES 3, 4 & 5

'To educate global citizens in pursuit of personal excellence in an ever evolving community to become lifelong learners'

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Welcome to Secondary

We would like to welcome you and your child to our school. We are all part of a community with a shared aim of making your child's school life happy and successful. In order to achieve this we endeavour to work closely with you as parents as we know that we all have an important role to play.

This document provides some Key Stage specific information which is hoped will provide you with information to assist your child as they progress through their education at the British School of Ulaanbaatar.

Expectations of Secondary Students at BSU

All students will

- Be an active part of the BSU community
- Attend school regularly
- Respect all other members of the BSU community
- Act as ambassadors for the school
- Wear their uniform
- Be equipped and prepared for lessons
- Act a role models for younger students
- Be active in their learning
- Follow the school rules and expectations

Student Responsibility

In Secondary we aim to provide opportunities for students to take leadership roles and take an active role in the school community. Responsibilities available are:

Key Stage 3, 4 and 5

Class Captain
Class Vice Captain
Student Council Representative
Vice House Captains

Key Stage 4 and 5 ONLY

House Captains
Prefect
Head Boy
Head Girl

Curriculum

Head of Key Stage (Key Stages 3, 4 and 5) TBC

In Key Stage 3 (Years 7 – 9) students follow the National Curriculum of England and Wales, while at Key Stage 4 and 5 (Years 10 – 11 and Years 12 – 13) students follow IGCSE, GCSE and GCE A level courses culminating in externally assessed and marked internationally recognised qualifications through the Cambridge Examination board, the syllabus for each course offered at BSU can be downloaded from www.cie.org.

The curriculum is not text book led, however books are used with other resources to assist learning. Details of the use of textbooks can be seen in Appendix 2 at the end of this document

Key Stage 3 (11 - 14)

Key Stage 3 covers the first three years of secondary education, between Years 7 and 9. Whether students have joined us from the Primary or are new to BSU and Ulaanbaatar, we aim to make the transition as smooth as possible. During Year 6, visits to secondary lessons are arranged for students during the third term and new students are invited to tour the school prior to joining the school.

Following an adapted version of the National Curriculum for England and Wales, students will become equipped in a variety of subjects, including English, Mathematics, Science, ICT, Chinese, Mongolian Language, Mongolian History, Geography, Music, Art, Design Technology, PSHE and PE. A range of wider learning initiatives including trips, inter-school competitions and extracurricular activities are organised to support the academic subjects.

The British School of Ulaanbaatar aims to develop students academically and holistically, which is applied across all aspects of learning. It is designed to guide the students to confidently make their own informed decisions and embrace new challenges, being instilled with a life long enthusiasm for learning.

Curriculum statements detailing the work covered in each subject will be shared at the beginning of each term.

Key Stage 4 (aged 14 - 16)

In Key Stage 4 (Years 10 and 11), students are prepared for external examinations in IGCSE (International General Certificate of Secondary Education), which take place at the end of Year 11. All students sit examinations in English Language and Mathematics and are also required to choose Double Science (equivalent to two IGCSE qualifications encompassing all three sciences) or Biology, Chemistry and Physics as three individual IGCSE subjects. All students follow a non-examined component in Mongolian Language, Mongolian History, PSHE and PE. In addition to these compulsory subjects, students will study for and take examinations in a further four subjects from a choice of Art, Third Science, Geography, History, Design Technology, PE, Music, ICT, Business Studies and Chinese.

The syllabus for each course offered at BSU can be downloaded from www.cie.org.

Key Stage 4 is a significant and influential stage of our students' academic journey as they begin to make personal choices about the subjects they wish to study at A Level. Students learn to become more independent and start to develop a more clearly defined sense of direction for the future. Information and guidance about A level options and careers becomes a key focus both academically and pastorally. Subject teachers and tutors encourage students to explore and discuss

the choices and opportunities open to them, whilst taking into consideration their personal strengths and ambitions.

While academic success at IGCSE level is of paramount importance, the Key Stage 4 experience also focuses on developing the whole student and so particular emphasis is placed on the enrichment and Personal, Social, Health & Citizenship Education (PSHCE) programmes, tailored to suit the needs of students at this stage of their life.

Curriculum statements detailing the work covered in each subject will be shared at the beginning of each term.

Key Stage 5 (aged 16 to 18)

In the Sixth Form, also known as Key Stage 5, students are prepared for external A level examinations; AS (Advanced Subsidiary) in Year 12 and then A2 (Advanced 2) in Year 13. The majority of students in Year 12 select four AS subjects and then in Year 13 continue with three of these subjects to be awarded the A2 certificate.

Sixth Form at the British School of Ulaanbaatar is very much an integral part of the school, however our dedicated Sixth Form Centre is a bridge between school and university as it provides our students with individual and shared learning spaces which is separate to the rest of the school. Subjects offered at the British School of Ulaanbaatar are: Mathematics, English Literature, Biology, Chemistry, Physics, Business Studies, Geography and Art. It is planned to introduce further subjects as the Sixth Form (Key Stage 5) continues to grow and develop to ensure that the needs of our students are met. As part of our new curriculum offering students may now study for an IELTS qualification at Academic Level.

The syllabus for each course offered at BSU can be downloaded from www.cie.org.

The syllabus for IELTS can be downloaded from <https://www.ielts.org/>.

Curriculum statements detailing the work covered in each subject will be shared at the beginning of each term.

Assessment

Examinations are one part of the assessment process and show knowledge learned for a given topic or subject. The process of learning and understanding is far more valuable to a child and shows the real progress made.

Here at BSU we want every child to achieve his or her full potential. In order for our children to do this it is important to track and monitor the progress of each individual child. By doing so we are able to challenge our children and raise standards.

Assessments are carried out in many ways and are conducted throughout the academic year.

- Formative (ongoing) assessment will continue throughout the year. This may take the form of a piece of homework, a topic test, a quiz, a presentation, a written piece of work. There is no set format for formative assessment. This form of assessment is designed to demonstrate understanding on a subject at a particular point in your child's learning. The feedback from the teacher should suggest ways your child could develop and improve learning and understanding
- Summative assessment takes the form of written examinations

The main aims of assessing work are as follows:

- To have an accurate picture of what each child can do

- To enable the teacher to carefully plan ahead and ensure all children are given appropriate and challenging work to move them forward
- To identify gaps in a child's knowledge and understanding
- To ensure there is progression and continuity in learning

This information is shared with parents through a written report sent at the end of each term. Twice per year we invite parents to meet their child's subject teachers to discuss their child's education, development and progress and to discuss targets to assist improvement.

In Key Stage 3 and 5 students are graded on an A to E scale, while in Key Stage 4 students are assessed against IGCSE criterion and are awarded A* - G grades. (see table)

Key Stage 3	Key Stage 4	Key Stage 5	Meaning
	A*	A* (Y13 ONLY)	A student is performing in the top 5% of his/her age level
A	A	A	A student demonstrates an excellent knowledge and understanding and is working at a level high above the age expected level
B	B	B	A student is working above the age expected level
C	C	C	A student is meeting the age expected level
D	D	D	A student is working just below the age expected level
E	E	E	A student is working below the age expected level
-	F	-	A student is working below the age expected level
-	G	-	A student is meeting the minimum requirement for a passing grade.
U	U	U	A student has failed to meet the basic level required to be awarded a grade

Assemblies

Each week secondary meet together for an assembly. These are opportunities to celebrate good work and think about our school values. Each class leads one assembly per term and students also take part in house assemblies.

At the end of every term there is a celebration assembly during which awards are given for house points, merits, progress and attainment.

Attendance

Good attendance and punctuality are very important for continuity of learning. Children who arrive late to school miss vital information during registration and lessons, as well as disturbing other

children by disrupting the lesson. Frequent absences will disrupt the learning process; children will miss work, gaps will occur in their understanding and they will fall behind.

Attendance is monitored by the school and unauthorised absences will be recorded. Children who have less than 95% attendance in any one term are seriously jeopardising their academic development. If this figure falls below 90%, parents will be summoned to attend a meeting with the Head of Section. Please note that examinations will only be rescheduled in cases of a compassionate nature or for a certified illness. Externally set examinations cannot be rescheduled.

- Children who arrive at school after 8.30 will receive a late mark in the register
- Children who arrive after 8.40 am must report to reception
- Absences should be telephoned into school on the morning of the absence so they can be recorded
- A Leave of Absence form is available from reception
- Children who are required to leave school early, eg for a medical appointment, must have a slip signed by the Head of Key Stage, and must be collected by an adult. Wherever possible, such appointments should be made outside school hours
- No child may leave school without permission from the Head of Key Stage. All children must be collected by a parent or known adult
- Family holidays should be taken during the stated school holidays (work will not be set in advance)

Bullying - a zero tolerance approach

Children have a right to learn in a supportive, caring and safe environment without fear of bullying. We believe that good discipline and organisation can minimise the occurrence of bullying. The school has a clear Positive Behaviour Strategy which promotes good citizenship and behaviour. Bullying is a form of anti-social behaviour which is not tolerated at BSU.

Communication

- Information is communicated through parent information evenings, website, letters home, via email, Scola and text messaging
- We offer an open door policy and welcome contact with parents.
- All children are given a passport at the start of the year. This is a book that you as parents can use to communicate with your child's teacher. The teacher will check it regularly and will also use it to send messages. Students also use it to record their homework in.
- Parents have the opportunity to meet formally with their child's teachers three times per year, twice with their subject teachers and once with their form tutor. During these parent meetings your child's progress, behaviour and attainment is discussed. If you require a meeting at any other time regarding specific issues you can contact the school to arrange this.
- Throughout the year the school also conducts information evenings about various topics which are aimed at increasing parent knowledge and developing relationships further between the school and families.

Communication - Parent Teacher Consultations

Parents are able to discuss the work and progress of their children during these meetings. These are held during the year and parents will be notified. In secondary school students will make appointments with the teachers on behalf of their parents.

In September parents will have the opportunity of meeting their child's form tutor to discuss how they have settled and targets and in December individual subject teachers will discuss progress, attitude and targets for all year groups.

In February examination classes (Years 11, 12 and 13) will meet with subject teachers to discuss targets for external examinations and Years 7 - 10 will have a second opportunity to meet subject teachers in April.

Wherever possible it is requested that parents attend designated consultation evenings. Should individual issues arise in specific areas, these can be dealt with via communication through the Student Planner, Form Tutor, Key Stage Coordinator or class teacher.

Communication - Reports

Classwork and homework will be marked as an ongoing process and constructive feedback provided by the teacher will give your child ways to take their learning forward

Interim reports are issued during the first and second term and parent consultation meetings will be arranged. These interim reports will give a reflective perspective on how your child is progressing at this stage in the academic year

A third and final report will be issued at the end of the academic year and this will give a summative overview of how your child has progressed and what level of attainment he/she has reached. Children may achieve different levels in different subjects. The final year mark may be different from the interim reports as it is based on a whole year's work rather on small sections during the year.

ECAs

Extra Curricular Activities (ECAs) take place on a Tuesday, Wednesday and Thursday of each week between 3.10 and 4.00 pm. Some activities may finish later but this is by special arrangement and parents would be required to make home transport arrangements. Students will be able to choose from options provided by the school. We cannot guarantee everybody's first choice.

ECAs are designed and planned to offer alternative learning experiences to our children, activities they may not have access to at other times. ECAs could be creative, sporting or academic. They should not be viewed purely as an extra lesson; they are a valuable extension to the academic day, challenging our children and developing new skills as well as being fun activities.

In Key Stage 4 and 5 additional academic sessions may be offered as part of the ECA programme, particularly during term 2, with an emphasis on revision and examination technique.

Equipment

Your child should arrive at school prepared to learn. They will need the following:

Pencil case with:

Pen	Compass
Pencil	Protractor
Coloured pencils and felt tips	Scientific Calculator
Rubber	Whiteboard marker
Sharpener	Glue Stick
Scissors	Ruler

Bottle of water (*this may not be allowed in some classes due to health and safety considerations*)

Whiteout is not allowed in school

Home Learning (homework)

Home learning should enhance and extend a child's understanding. There are different styles of home learning and these will vary from subject to subject, lesson to lesson. Home learning could take the form of an essay, completing an exercise set in class, researching information through books or the internet, watching a specified television programme in preparation for a discussion, learning for a test or completing a project. One piece of work may take 20 minutes, another may be set over 2 or 3 weeks. Whatever the style of home learning, we try to monitor the amount given to children so they can organise their time throughout the week in order to complete the work. Students should record homework set in their planners.

Support your child's homework routine by:

- Setting aside a quiet area of the house away from the television, play station, telephone and any other distraction they might find
- Routines are important – help your child establish a quiet time when home learning takes place
- If your child is finding a piece of homework difficult, please encourage them to see the teacher
- Remind your child that teachers do have an eye for work that is plagiarised from books, the internet and even their friends; shocked expressions are endearing but they will be repeating the piece of work
- Please do not complete the work for your child; it is set for his/her benefit, not yours!

There is no prescriptive timing for home learning but in order:

- KS3** 45 minutes to 1 hour each night
- KS4** 45 minutes to 1 hour 30 minutes each night
- KS5** 1 hour 30 minutes to 2 hours each night

Pastoral Care

At BSU we believe in the education of the whole child within a safe, caring and positive environment. We aim to create a community where good behaviour is encouraged through mutual respect, praise and reward. All members of the school community are valued as individuals. The Key Stage section promotes positive behaviour through a programme of rewards and sanctions. Where necessary, parents will be invited into school to discuss their child's behaviour.

Personal, Social, Health and Citizenship Education (PSHCE) is important for creating a happy and successful school environment and for developing students self-esteem. All year groups take part in PSHE which aims to help the students become aware of themselves and of others through developing the knowledge, skills and understanding they will need through life. We deal with some of the real issues affecting children and young people at a class, school and community level and give them the opportunity to discuss their different experiences, viewpoints and attitudes and to listen and respond appropriately to others.

Students are rewarded using house points and merits. House points are awarded for community spirit, whereas merits are awarded to individuals for outstanding academic work.

Sanctions are awarded for poor behaviour and are recorded. Sanctions are part of the secondary behaviour management system and form the basis of monitoring and correcting poor choices.

School Routine

In Secondary the daily routine is as follows:

Time	Activity
8.10-8.45	Form Time
8.45-9.45	Period 1
9.45-10.45	Period 2
10.45-11.05	Break
11.05-12.05	Period 3
12.05-13.05	Period 4
13.05-14.10	Lunch
14.10-15.10	Period 5 (Last lesson on Monday, Friday only)
15.10-16.10	ECA (Wednesday only)

Phones

Phones and other electronic equipment are banned for all students. If your child needs to bring a phone to school it should be given to the school office during the day for safekeeping. If they need to phone home for any reason, your child will be asked to use the school phone.

Uniform

All children are expected to wear full uniform every day except their designated PE day, when they should come to school in their BSU sports kit. If your child has a sports ECA they will need to bring their sports kit to change into. Children will need to dress appropriately for the weather conditions including hats, gloves and scarves during the winter and sun hats for the summer.

Details of the uniform can be found in Appendix 1 or in the full parent handbook.

Appendix 1

BSU Uniform

School Uniform Policy

- Students are expected to maintain a clean and tidy appearance at all times.
- All students must wear full and correct school uniform when attending school.
- The correct kit must be worn for all PE or sports activities.
- Students should ensure all items of uniform, PE kits and bags are marked clearly with their owner's name.

Boys	Description	Girls	Description
Shirt	White – long sleeved	Blouse	White – long sleeved
Blazer	Navy blue with school logo	Blazer	Navy blue with school logo
Jumper	Navy blue with school logo. Jumper does not replace blazer	Jumper	Navy blue with school logo. Jumper does not replace blazer
Tie	BSU navy and orange tie	Tie	BSU navy and orange tie
Trousers	Dark grey	Skirt/Pinafore Skirt	Yr 1 – 3 Dark grey Yr 4 – 12 Dark grey – no more than 1 inch above the knee
Shoes	Black flat shoes – no trainers or boots and no colour or logo to be seen	Shoes	Black flat shoes – no trainers or boots and no colour or logo to be seen
Socks	Black, white, navy or grey	Tights/Socks	Dark grey, navy, black or white
PE Kit	White T shirt, shorts, tracksuit top and bottom Sports bag	PE Kit	White T shirt, shorts, tracksuit top and bottom Sports bag

PE Kit:

- The school PE kit must be worn for all PE lessons
- Students should bring the PE kit to school and change before and after the lesson

Shoes:

- Shoes should be plain black and should be a style which does not mark the floors. They should not have any colour on nor have a logo visible (eg Adidas)
- Suede or patent leather shoes/boots or any other type of shoes/boots with coloured stitching will not be accepted
- The shoes worn may be lace-up type shoes, shoes with buckles, shoes with Velcro or loafers
- Girls' shoes - heels must not be more than 2.5 cm
- Boots can be worn on the way to and from school but should be changed once inside

- It is suggested that a pair of black formal shoes and clean non marking running shoes should be left at the school

Hair:

- Hair must be neat and conservative. Extreme hairstyles will not be permitted
- What is deemed to be extreme will be at the discretion of the school. Failure to comply with the school ruling will be grounds for disciplinary action
- No unnatural hair colours will be accepted (eg pink, green, purple)
- Ribbons or barrettes should be simple and coordinate with the school uniform and colours

Jewellery:

- Necklaces are permissible and should be discreet and worn beneath clothing and not be seen
- Chokers of any kind are not allowed, due to the fact that they cannot be concealed beneath the student's clothing
- No rings can be worn
- Earrings - Only small sleepers are acceptable i.e. one stud in each ear
- Any other type of visible body piercing is not acceptable and will be grounds for disciplinary action

Make-up:

- Girls may wear only clear nail polish
- Make-up is not allowed
- Girls will be asked to remove polish and make-up
- Body art or tattoos anywhere on the body will constitute grounds for disciplinary action.

Appendix 2

BSU Use of Textbooks

At BSU textbooks are used to support learning and teaching. Textbooks are not the basis of the curriculum or a scheme of work and as such, they will not be used in every lesson. In Key Stage 3,4 and 5 textbooks are for reference purposes and students will be expected to keep notes in their exercise books and make supplementary notes at later stages of learning to enable review and revision of the work covered.

Students who receive textbooks will be expected to pay a deposit with the tuition fees. This will be reimbursed on return of undamaged borrowed books at the end of the Key Stage.

Key Stage 3

No text books will be distributed in Key Stage 3 except for Mongolian Language. Books will be used in class to support learning and online versions will be shared if applicable. Appropriate material will be shared to support and enhance learning. On occasion a student may bring a book home to complete a piece of work.

Key Stage 4

Students will receive appropriate textbooks to support learning in their IGCSE courses. The books will be used to extend understanding of topics covered in class and to set homework. Books may be used to support classroom learning and independent study, however they are not the basis of the curriculum and appropriate materials will be available to support student learning both in class and at home.

Key Stage 5

Students will receive appropriate textbooks to support learning in their IGCSE/AS and A2 courses. They will be used to extend understanding of topics covered in class and to set homework. Books may be used to support classroom learning and independent study, however they are not the basis of the curriculum and appropriate materials will be available to support student learning both in class and at home.

