



SMART VISION SCHOOL - DUBAI -

PARENT HANDBOOK
2022-23

Excite Engage Empower

Parent Handbook

The Smart Vision School staff welcomes you and your child to our school. We are delighted to share these valuable years of your child's development and learning.

We encourage you to actively engage with us, as this is critical to your child's steady progress and to the success of our programme. We invite you to share your thoughts and suggestions on a regular basis to create a strong partnership between our school and your home.

This handbook has been compiled to inform students and parents of the day-to-day processes of the Primary school in addition to giving them an overview of the curriculum offered. We hope you find it informative but more importantly, we hope it serves as a bridge to developing clear communication as a means to begin a partnership in developing the lives of our most-prized possessions.

We look forward to your child and family joining Smart Vision School,

*Mrs Rachael Wilding
Principal*

Revised June 2021

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Chapter 1: About Smart Vision School

Appendix A: School Profile

School Name	Smart Vision School
Address	
Al Barsha 2	
Near Park 1	
PO Box 112243	
Dubai, UAE	
Telephone	+971 (4) 288 0965
School Email	info@svschool.ae
Website Address	www.smartvisionschool.ae
Facebook Page	www.facebook.com/SVSchoolDubai
Twitter	@SmartVisionSch1
Instagram	smartvisionschool

Member of the following Association:

British Schools in the Middle East (BSME)

School Board Members:

Mrs. Marion Sinclair, *Chair of board of governors*

Ms. Ayesha AlMutaiwei, *Owner of SVS & Managing Director of Atticus Education*

Mrs. Nazia Daha, *Principal New Academy School*

Mrs. Lesley Panzer, *SENCO*

Mr. Deepak Motiani, *COO Atticus education*

Leadership Team:

Mrs. Rachael Wilding *Principal & Head of Primary*

Mrs. Sara Al -Aswad, *Head of Foundation Stage*

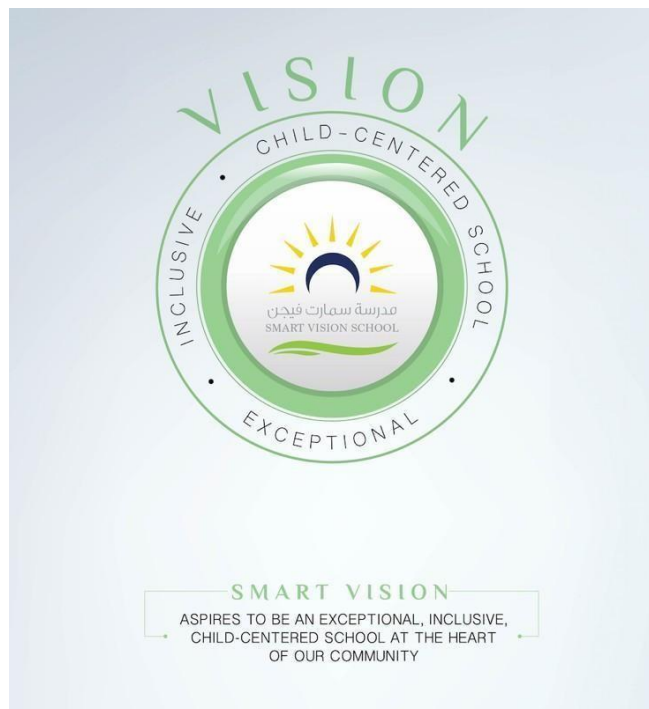
Mrs. Lesley Houghton Panzer, *Head of Inclusion*

Mrs. Ruba Inein, *Head of Arabic*

Mr. Alexander Abuan, *Facilities/Health and Safety Officer*

Appendix B: Smart Vision School Mission, Vision & Values

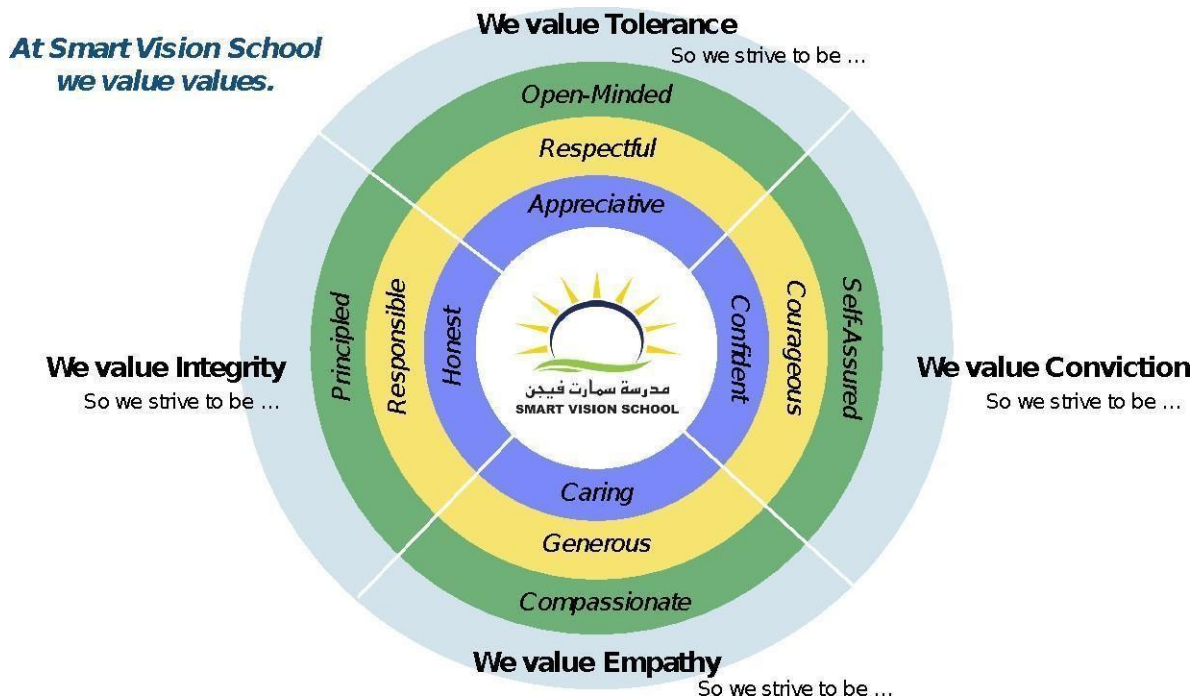
SMART VISION SCHOOL VISION



SMART VISION SCHOOL MISSION



SMART VISION SCHOOL VALUES



UAE Vision in education

“More than any other time, we need to boost innovation among young people, build nurturing environments in our society, and encourage our schools and universities to equip our youth with skills in research and discovery methodologies.”

Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of

UAE and
Ruler of
Dubai (2014)



PISA: to be among the 20 highest performing countries in PISA



TIMSS: to be among the 15 highest performing countries in TIMSS



Completion of high school education: to ensure that 90% of Emirati students complete their high school education



Attending pre-primary: to ensure that 95% of children in the UAE attend pre-primary education



High skills in Arabic language: to ensure that 90% of Grade 9 students develop high skills in Arabic language in the UAE NAP assessment



Highly-quality teachers: to ensure that 100% of schools have high-quality teachers



Highly-effective school leadership: to ensure that 100% of public schools have highly-effective school leadership



University foundation programme: to ensure that no students need to join the university foundation programme.

UAE Vision 2021 National Agenda emphasizes the development of a first-rate education system, which will require a complete transformation of the current education system and teaching methods. The National Agenda aims for all schools, universities and students to be equipped with

Smart systems and devices as a basis for all teaching methods, projects and research. There will also be significant investments to promote and reinforce enrolment in preschools as this plays an important role in shaping children’s personalities and their future.

Furthermore, the National Agenda has set as a target that our students rank among the best in the world in reading, mathematics and science exams, and to have a strong knowledge of the Arabic language. Moreover, the Agenda will aim to elevate the rate of graduation from secondary schools to international standards and for all schools to have exceptional leadership and internationally accredited teaching staff.

The Uniqueness of Smart Vision School

Our Smart Vision identity is shaped by our multicultural environment consisting of over 40 nationalities and our appreciation of UAE culture and heritage. International-mindedness and respect are key. Our students celebrate a strong sense of identity in faith, language and heritage. The importance of mother-tongue alongside Arabic language development is highly valued as is the promotion of additional languages as is evidenced by our inclusion of French as part of the Primary Curriculum.

Our safe and nurturing community with its focus on the whole child means all feel truly valued. Ongoing reflection drives our students to be the best they can be academically and personally. Parents are partners at Smart Vision School where communication is strong and deep involvement in your child’s learning is enabled.

Smart Vision School teachers facilitate true and relevant learning in blended contexts where collaboration, critical-thinking, creativity and communication skills are as important as the acquisition of knowledge. Our students have access to the most current technologies including 1:1 devices, to make learning personalized and meaningful.

Appendix C. Admissions

AGE GUIDELINES FOR SEPTEMBER ENTRY

At Smart Vision School, students are placed in Year levels by age as per the published guidance of KHDA and the Ministry of Education.

ADMISSIONS AND ACCEPTANCE INCLUDING STUDENTS OF DETERMINATION

Smart Vision School programme of learning is designed to be a challenging academic programme and therefore all students must sit an admissions assessment to evidence their ability to meet the requirements of the programme.

We highly value inclusion and strive to provide a personalised education to all including Students of Determination. The school facility provides provision for students with physical disabilities and is wheelchair friendly. Students with additional needs will be asked to sit a subsequent admissions assessment with our inclusion department to determine if their level and nature of required support can be catered to within the skills, experience and resources of our Inclusion Department. Students of Determination will be admitted conditional upon a strong commitment of ongoing support from parents which may or may not include provision of a current Educational Psychology Report and financial provision of recommended therapies.

Students are enrolled based on acquiring age level for the Year of entrance by 31st August of the same academic year.

The minimum age requirements are as follows:

Year Group	Required Age	Programme
Foundation Stage 1	3	EYFS
Foundation Stage 2	4	
PY1	5	Key Stage 1
PY2	6	
PY3	7	Key Stage 2
PY4	8	
PY5	9	
PY6	10	

Students transferring from a school within Dubai:

Parents should obtain the Leaving Certificate from the previous school. The Leaving Certificate should be written in English or Arabic and in the standard UAE format. The LC should be stamped with the previous school's official stamp.

Students transferring from a school in another emirate:

Parents should obtain and submit a Transfer Certificate from the previous school. The Transfer Certificate should be written in English or Arabic and in the standard UAE format.

The TC should be stamped with the previous school's official stamp. The Ministry of Education in the respective emirate must attest the TC.

Students transferring from outside of the UAE:

For students coming from a country other than USA, UK, Australia, New Zealand, Canada or Western Europe, the TC must be attested as follows:

- The Ministry of Education
- The UAE Embassy
- Ministry of Foreign Affairs

The attestations outlined above must be obtained from the country in which the previous school is located. TCs must be written in English, on school letterhead and stamped with the school's official stamp.

PAYMENT OF SCHOOL FEES

Payment of fees can be made by credit/debit card, cash, telegraphic transfer or post-dated cheques. Cheques are to be prepared in favour of "Smart Vision School".

New admissions are required to pay a minimum of 50% of Term One fees within ten days of registration. Annual tuition fees may be paid in three instalments using post-dated cheques dated 15th August, 26th December and 26th March. All these cheques need to be submitted to the School Finance Office before the start of the academic year. Should a parent wish to substitute a post-dated cheque (PDC) with cash, transfer or credit card, this must be done 10 days prior to the cheque date. If a school fee cheque is bounced for insufficient funds or a closed bank account, a fine of AED500 will be applied to each bounced cheque.

ADDITIONAL FEES

Assessment Fee

A non-refundable AED 500 Assessment fee is payable for each applicant. This must be paid prior to the assessment.

Admission & Registration Fees

A non-refundable AED1,200 Registration and 1,000 Administration fee must be paid on acceptance to the school.

Book & Resource Fees: A Book & Resource Fee is payable with First Term Fees as per below. Such covers the cost of physical and digital resources as well as student notebooks, stationery and some texts and workbooks. Please refer to the Books and Resources List for further information.

- AED 500 for FS1-FS2
- AED 1000 for Y1-2
- AED 1200 for Y3-6

Non-Payment of Fees

Failure to pay school fees may result in a loss of the student's place in the school, withholding of their school reports, transfer certificates and/or examination results, as well as, suspension from school transport.

Tuition Refund Policy

The application fee remains non-refundable, while tuition and transportation fee refunds follow the KHDA Fees Framework and Policy. Please refer to KHDA Parent Contract for more information.

Chapter 2: Our Curriculum

Smart Vision School Curriculum

Our curriculum objectives are aligned with the National Curriculum for England and Wales and are taught using an integrated multi-disciplinary approach.

<https://www.gov.uk/government/collections/national-curriculum>

This curriculum, commonly known as the British National Curriculum, is extensively used by international schools around the world. It is a detailed, planned and integrated scheme covering a child's whole school experience, from the age of 3 to 18. It is a skill-based curriculum. It feeds into the English public examination system (IGCSE), which is accepted by universities throughout the world.

Our instructional methodology sets out to strike a fine balance between academic learning and co-curricular activities. We seek to inculcate a strong relationship of trust with our parent-body by implementing a friendly open-door policy that heartens an active involvement in their child's most precious formative years.

Key Stage 1 and 2 Programme of Study

The core academic curriculum includes instruction in English, Mathematics, Science, Humanities (Geography & History), UAE Social Science, Computing, Art and Design, Music and Physical Education.

Arabic Language is taught to all children and caters for native and non-native speakers. Islamic Studies is taught to Muslim students and Moral Education to all. Primary aged students will select an additional Modern Foreign Language as part of their studies. Currently the school offers French.

Integrated multi-disciplinary learning takes place when different disciplines are all centred towards one definite concept. This allows creative and exciting opportunities for students, enabling them to learn via the interrelatedness of various subjects. The SVS units use real world contexts and address issues that matter to the students to enable deep and transferable learning.

Foundation Stage Programme

Our Pre-Primary, Foundation Stage 1 and Foundation Stage 2, are based on the principles of the Early Years Foundation Stage (EYFS). [EYFS - revised framework 2021](#) EYFS is a statutory framework implemented in the United Kingdom that sets standards for the learning, development and care of children up to five years of age. The programme provides a well-balanced curriculum framework with emphasis on developing language, intellectual, social, emotional and motor skills, encouraging the child to become independent. The EYFS programme is an excellent preparation for Primary Years, as well as for progression to other educational systems.

The Prime Areas of Learning within the EYFS Programme are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

In addition to the Prime areas of learning, the specific areas of learning include essential skills and knowledge:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Assessment

On-going assessment ensures that each child's progress and development are continuous and meet the predetermined standards. We encourage students to think independently, use their initiative and to participate in a meaningful and active manner in the learning process. Assessment promotes student learning and provides information for students to reflect on what they know, understand and can do. Self-assessment, as well as peer and teacher feedback inform future goal setting and provide the guidance, tools and the incentive for students to become more competent, skilful, self-driven learners.

Formative assessment is continual and ongoing and informs future learning. Summative assessment provides a picture of overall learning. We assess not only knowledge, but also skills and attitudes. Assessment at Smart Vision is based on:

- Observations
- Anecdotal records
- Work samples including end of unit tests
- Open-ended tasks
- Self and Peer Assessment
- Conferencing

Additionally, SVS administers a number of international benchmarking assessments as per KHDA recommendations.

GL Baseline and Baseline Progress tests for FS2, GL Progress Tests in Mathematics, English for Years 1- 6 and Progress Tests in Science and GL Cat 4 (Years 3-6) inform our overall school and personal individual standards of progress and attainment and provide additional evidence of the quality of our internal assessments.

ACER IBT (International Benchmark Tests) in Arabic A (Years 5-6) and Arabic B (year 4-6) also support the moderation of internal assessment and goal-setting.

Reporting

Reporting on student progress is the responsibility of the classroom teacher through the following:

- A digital or hard copy portfolio of accumulated work

- Classroom Assessment folders
- Student Assessment Files
- Regular samples of work and assessments being sent home
- Student and peer assessments
- Self-Assessment
- Individualised learning goals
- Parent-teacher conferences
- Specially arranged meetings/conferences with parents
- School Reports sent home twice per academic year

The reporting assessment calendar at Smart Vision School is as follows:

Term 1	Goal Setting Conferences End of Term report
Term 2	Parent/Teacher Conference (FS1-PY3) and Student-led conferences (PY4-6) End of term report
Term 3	End of Year Report with optional conferences

Language Learning at Smart Vision School

We recognise the importance of Language to academic success and personal development. All teachers, therefore, are in practice language teachers with responsibilities for facilitating effective communication. Through our academic programme, we strive to empower an appreciation of the aesthetic and functional uses of language.

For an internationally minded society, it is crucial for students to develop understanding of their heritage and culture so that they may learn to appreciate those of others. The relationship between mother-tongue development and acquisition of other languages is acknowledged. Therefore, a strong, effective and challenging language programme evolves contextually and is a means through which transdisciplinary learning takes place. As communication in our world continues to change, we are committed to adapting language instruction to reflect the evolution of language in our modern world. We also believe that language is powerful and can have profound effects on others, both positively and negatively. We aim to develop in our students an awareness of their own responsibility towards language.

Instruction at Smart Vision School is primarily English based. Arabic is taught throughout the Primary School at differentiated levels, which allows for more extensive language development in native speakers of Arabic. A designated Arabic as an Additional Language (Arabic B) programme caters for the needs of expatriate students. All students are introduced to both languages from the age of three.

French is also a mandatory part of the curriculum for Primary students.

The school's approach to teaching and developing mastery of essential language skills (reading, writing, listening and speaking) incorporates the following practices:

Written Language

A. Reading

Classroom Reading

Letter and Sounds phonics alongside jolly phonics integrated into reading readiness. Students in Y1 and Y2 are 'streamed' for phonics 4x weekly	FS2- PY2
Letters and Sounds and 300 Magic words used as appropriate	For emergent readers Y3-6
Authentic Reading in all subject areas and genres (e.g. poetry, novels, plays, short stories, newspapers/magazines and information texts) as students learn to read with precision and comprehension	PY1-6
Diverse resources used to support reading in order to cater for the needs of all learners (e.g. Oxford Reading Tree, Project X, Big Cat and Nelson PM beginning reading schemes. In addition, Arabic Oxford and Rika reading schemes, Additional Comprehension texts and class sets fiction and non-fiction texts)	FS1-PY6
Guided Reading, levelled group reading, reciprocal reading, shared reading, individual child/teacher reading and mixed ability reading groups contribute to the learning of reading within the school	FS2-PY6
Individual levelled reading further promoted through the use of Epic Digital reading (FS1-Y6), Teach your Monster to Read (FS1-Y1), Read Theory (Y3-6)	
Individual reading progress tracked monthly using PM Benchmarking and Learning Ladders reading continuums and reported on Termly.	FS2-Y6

Home Reading

- Pupils are encouraged to progressively develop as readers by reading highinterest, levelled readers (Oxford Reading Tree and related schemes) and Arabic levelled reading books by various publishers, E-books also develop a passion for reading at home.
- Reading Strategies and Development is shared continually through home reading dairy
- Teachers provide resources for reading and teach reading strategies including vocabulary building techniques, word walls, comprehension practice and skills (scanning, predicting, inferring, skimming) and text analysis.

- Library classes provide interest-based reading and the library houses mothertongue resources and world literature. The school library is also accessible during break times and after school.
- Pupils engage with the local community through planned activities (e.g. author visits, participation in the Emirates Lit Fest and the Sharjah International Book Fair).
- Parents from various cultural backgrounds are invited to participate in literary activities within the school (mother-tongue language support, story reading etc.).

Extra-Curricular Activities (ECAs) support the development of reading through literary/book clubs in English and Arabic.

B. Writing At Smart Vision School we expect, at some point during our students' learning journey that they will develop the ability to clearly and effectively communicate ideas, thoughts, emotions, and aspirations in written form across genres using correct grammar and spelling.

Text Types

Teachers model a variety of forms of writing for various purposes in various contexts.

Students use written language daily through multi-modal forms of writing (e.g. conventional paper-based writing to E-language). The school's BYOD iPad programme enhances the development of our E-learners as digital natives, thus reflecting the school's overall mission of preparing students as leaders in an ever-changing global society.

Students publish their writing regularly.

Creative writing and personal expression are encouraged across the curriculum as a response to stimuli (visual or otherwise).

Grammar

The school recognises the on-going debates about the teaching of grammar. At Smart Vision, grammar is taught holistically using a variety of resources. Grammar is also taught explicitly on a weekly basis.

Spelling

A school-wide approach to spelling using diversified spelling strategies and schemes is used to ensure that all students have knowledge of high frequency words.

Handwriting

Pupils develop the skills and mechanics of correct handwriting (pencil grip, letter formation, fluency, speed and style) in order to become effective communicators.

Arabic handwriting is taught using two styles: one more appropriate to younger learners and one for upper primary; however calligraphy as a skill is further developed within the (ECA) programme.

C. Oral Language

Listening and Speaking

At Smart Vision School, we encourage students to express themselves confidently, listen respectfully, consider intelligently and respond appropriately. We value the significance of

effective and diverse communication. Our aim is to confidently support oral language in English and Arabic/mother-tongues. We strive to provide our students with language tools, strategies and experiences to develop those skills that enable them to express information, feelings, thoughts and ideas in ways that show themselves to be principled and caring listeners. As a school with a large majority of EAL (English as Additional Language) learners, we screen each student's language development at the beginning of each academic year to identify those with 'delayed' or 'developing' language. These students are then provided daily EAL intervention through our OSAAT "One Step at a Time" language programme. This programme is delivered in short daily bursts by homeroom teachers and students in their early stages of English language development are withdrawn for additional short intervention sessions at least three times a week.

Students participate and practise their oral and listening skills individually, in pairs, in groups and as a whole class. Teachers ask challenging questions and model oral language characterised by clarity and fluency. Students prepare presentations, deliver them and listen and interact with others as they present for a variety of purposes (entertainment, information, persuasion and direction). Oral language is further developed through Drama lessons and performance-based ECAs.

D. Visual Language

Viewing and Presenting

Within an internationally-minded context it is essential that our students come to appreciate the influences and nuances of media. For this purpose, we aim to create opportunities for our students to view and critically analyse media appropriate to their age and experiences. Students are presented with various media carrying a range of messages from persuasion, through aesthetic appreciation, to enticement of action etc. By viewing media from multiple perspectives, pupils are encouraged to re-evaluate their own value systems and those of others. Students are consistently asked to critically appraise presented media and engage in a process of analysis of underlying messages.

Mother Tongue Development

At Smart Vision School, we highly support the development of mother-tongue languages, as we believe that competence in one's own language provides a platform upon which all learning can be constructed. All members of our school community (administrators, faculty, staff, parents, and students) are responsible for supporting such development of mother tongues in order to ensure that the learning process encompasses a variety of perspectives.

By encouraging the active use of mother tongues at home, school and in the community, children are better able to appreciate their own cultural origins and take action as internationally minded, global citizens.

We provide opportunities to highlight and support mother tongue languages through ECAs, displays, assemblies, visitors from the community and parents in the classroom. We also continue to build our library resources to celebrate the multiplicity of languages, literature and cultures represented within the school. We strongly encourage you as parents, to support the use of mother-tongue in all academic situations with your child.

Our digital platforms and weekly class newsletters share the what, why and how of learning with parents to empower you to continue and enhance the learning at home. We strongly

request you to use your mother tongue with all homework discussions to assist your child to make strong cross-lingual connections of academic concepts and content.

Homework & Home learning in FS

All students from Year 1 to Year 6 have allocated homework to complete during the week. All homework is uploaded to our digital Parent Portal every Thursday and submitted the following Thursday. Teachers will send any specific notes to parents through the communication book or by email and parents should do likewise to the teacher. Homework is an important component of a child's education at Smart Vision. Homework provides an opportunity for students to reinforce concepts and practice skills, thus enriching them in school programme of studies. Homework policy is available in the resources section of our parent portal and on our website.

FS1 & FS2 children will be assigned home learning opportunities in the weekly newsletters, whilst it is not mandatory it is suggested parents carry out these activities where possible. In FS1 children will take home a library book each week which we request parents read to their child and use our reading bookmarks to ask comprehension questions to support understanding and communication development.

FS2 children will take levelled reading books home twice a week along with a reading book of choice, reading should be carried out daily with the support of parents. Children are also encouraged to work on their High frequency and tricky word lists and sounds mats through their 'Elmer word' sheets.

We believe that homework should:

- Reinforce and support a child's in-school experience
- Promote self-discipline, organisation and effective study habits
- Promote positive attitudes towards independent and lifelong learning
- Provide parents with insights into their child's development and learning experiences, and invite their involvement in an appropriate way

Students are responsible for:

- Completing homework appropriately to the best of their ability
- Asking for assistance from the teacher if the homework is not understood
- Developing a homework routine following the schedule provided by the teacher
- Asking for assistance if needed, after attempting to complete homework tasks independently

Teachers are responsible for:

- Providing a range of relevant and meaningful homework tasks throughout the year.
- Modifying expectations (where appropriate) to meet the needs of individual students.
- Reviewing homework at the end of each week so that student learning is enhanced.
- Ensuring homework tasks are understood by students before being sent home.
- Encouraging students to seek help where necessary.
- Maintaining effective communication with parents

Parents are responsible for:

- Providing students with the time, materials and space to work effectively at home.

- Assisting students with their homework routines (but not doing their homework for them).
- Encouraging effort, achievement and a positive attitude towards homework.
- Maintaining effective communication with teachers.

Workbooks and Exercise Books

The school provides all necessary workbooks, exercise books and stationery for students. Please refer to the 'Book & Resource List'.

Inclusion

The Inclusion Coordinator or SENCO will coordinate additional support for Students of Determination and liaise with parents, teachers and other professionals who are involved.

The SENCO has responsibility for requesting the involvement of an Educational Psychologist and other external services particularly for children receiving support at the school. This also includes general SEN assessments, administration and parental support.

The SENCO will have the support of the Principal and classroom teachers to try and develop effective ways of overcoming barriers to a child's learning and ensuring that they receive effective teaching through assessing the child's needs and setting targets for improvement. SENCOs must also collaborate with Coordinators at the school to make sure that the learning requirements of all children with SEND are given equal emphasis and priority.

The SENCO will work with teachers to consider individual needs, provide necessary Professional Development for teachers and take the lead role in getting further assessment of a child where necessary.

All students of Determination and those identified as Gifted and Talented have personal IEPs (Individual Education Plans) which are shared with parents and all members of the Team around the Child. These guides supported provision and are used as an evaluation tool with regular updates and target setting to maximise progress.

EAL (English as an Additional Language)

All children should be enabled to access all of the subject areas in the Primary School Curriculum. Children for whom English is an additional language should have access to appropriate support structures and resources that will enable them to engage to their fullest potential with the curriculum. Homeroom teachers and learning support teachers and volunteers deliver the OSAAT language intervention programme to enable rapid progress and success.

AAL (Arabic as an Additional Language)

All students at Smart Vision School are required to learn Arabic as per UAE Law and Ministry of Education regulations. Students for whom Arabic is an additional language are catered to by specialist Arabic teachers who equip them with language skills and tools that enable them to function and be able to communicate with Arabic speakers, promoting mutual understanding of and respect for the Arab culture. Arabic as an additional language is taught using a student-centred, communicative approach. This allows students to engage in dialogue and the use of higher-order thinking skills rather than rote memorisation.

Emirati Students

Smart Vision School values and seeks enrolment from students with UAE citizenship. In support of the National Agenda goals, Smart Vision commits to taking special attention to the attainment and progress of our Emirati students. Emirati students are provided an individual education plan in the form of “Emirati Tracker” which ensures our teachers pay particular care to provision of personalised education to guarantee success. Rigorous monitoring of Emirati trackers and the ongoing progress of our Emirati students is conducted by our Phase leaders.

Chapter 3: Life at Smart Vision School

SVS Annual Calendar

The school’s annual calendar is available for review on the school’s website and through our Parent Portal. In the event that major changes are made to the calendar, we will notify parents using the following methods: letter brought home by students; the School Parent Portal; and/or modification of the calendar on the website.

Daily Schedule

The school will provide supervision only from 7:30AM. Please note that children should not arrive at the school prior to this time.

Drop Off Routine

We encourage our students to become independent and confident in all aspects of their development and therefore have a “Drop and Go” system for students at the start of day. Whilst parents are more than welcome to park and accompany their child to the classroom, we encourage you to establish independence as soon as possible. Senior Leaders and other staff will be at the front of school in the Drop and Go area to greet and accompany your child into their class.

Parking

There is no parking allowed in the front school car park prior to 8:00 AM as this area is designated for Drop and Go only. If you wish to park and come in, please do so on the adjacent area in front of the community park.

School day will begin at 7:50 AM with morning assembly and flag, followed by registration in classrooms. UAE national anthem will be played every morning and we ask that all remain stationary as a sign of respect.

School Hours

After registration, classes begin promptly at 8:00 AM. School day ends at 1:00 PM for FS1, 2:20 PM for FS2 and at 2:40 PM for children in Primary Years 1-6 Sundays through Wednesdays. School finished for all students at 1:00 PM on Thursday. Teachers remain at the school until 3:30 PM for curriculum meetings and staff development.

7:30-7:50 AM	Student arrive at school
7:50-8:00 AM	National Anthem & Registration – Students move to classrooms for introduction and attendance. In cooler months outside the flag every Thursday.

8:00-10:00 AM	Class time for all students
10:00-10:20 AM	Snack/Break
10:20-12:20 PM	Class time for all students
12:20-1:00 PM	Lunch and play
1:00 PM	Dismissal for FS
1:00-2:40 PM	Class time for FS2-Year 6
	Optional paid after school care for FS1
2:45-3:30 PM	Extra Curricular Activities Programme

Classroom Timetables

Classroom timetables vary with homeroom assignments. You will receive a copy of your child's timetable within the first few weeks of school outlining when specialist lessons such as P.E and Library occur in order for pupils to arrive equipped with the correct equipment.

School Transportation

Smart Vision School provides parents with a transport service outsourced by the school. This enables students to get to and from home and school safely and securely. The school oversees the supervision and safety on the busses and expects support of parents in ensuring students adhere to the Smart Vision School Behaviour Policy expectations which extend to travel time on buses.

Children who are not obeying the bus rules will be issued a School Bus Incident Report. If a student's behaviour on the minibus persistently gives cause for concern, we reserve the right to ask parent to make alternative transport arrangements.

Parents may sign up their child/ren for the transportation service through links on our website and direct enquiries to our Transportation Officer at transport@svschool.ae.

School Uniform

Our compulsory school uniform is available directly from the vendor "Zacs". Please refer to attached flyer & Price List for more information. Our uniform policy and information is also shared in our website and Parent Portal.

Our uniform is designed to be smart and neat whilst allowing for movement and practicality. We wish to give all students at Smart Vision a sense of pride in their school when they wear the uniform. All main uniform items will have the Smart Vision School logo visible.

Smart Vision School backpacks will be compulsory for all students Y1-6. Smart Vision School hats & Book bags will also be mandatory for All Students FS1-Y3. Non-SVS school bags will not be allowed. Smart Vision School Swimming bags and swimming costumes and caps are optional but encouraged.

Jewellery

Girls with pierced ears may wear one pair of plain stud earrings. Boys and girls may wear a simple wristwatch. No additional jewellery is permitted; the school will not accept responsibility for the loss of valuable jewellery items.

Hair and Make Up

Girls with long hair must keep it tied back for health and safety reasons. Boys' hair must be short, neat and tidy, above the collar and out of their eyes. Please note: Highlights, colour hair dye and make-up including fingernail polish will not be permitted.

Personal Property

Students at Smart Vision are encouraged not to bring valuable personal items, jewellery or large amounts of money to school as the school will not accept responsibility for lost or stolen items. As all students participate in our 1:1 iPad Programme, it is therefore not necessary for students in the Primary School to bring any other personal electronic devices such as mobile phones, laptops or other tablets to school. Students using personal electronic items including cell phones, iPods, etc. will have them confiscated and returned after school. Additional violations may result in disciplinary action taken by the school.

Lost and Found

Lost and found items will be stored and set out for display and collection regularly. Students having approval from a teacher or administrator may check the Lost and Found for items that have gone missing throughout the day. The Lost and Found is emptied twice per year, once after mid-year break and again closer to the end of the school year. All unclaimed items will be donated to charity. It is essential that all personal items such as cap, water bottle, lunch box, school bag and uniform are clearly labelled with the pupil's name and class to help return items to their rightful owner.

Lunch Provision & Healthy Eating Policy

At Smart Vision School, it is our aim to provide a caring and balanced environment that caters for the needs of the whole child. As such, the school has a "Healthy Eating" policy. Our Healthy eating policy may be found on the website.

The following guidelines for lunchbox contents may help you to ensure health and equality for all children.

In preparing the lunchbox for your child, please remember to pack two separate portions of food - a smaller portion for snack and a more substantial portion for lunch.

Packed Snacks will include:

- At least one portion of fruit and or vegetables (this could include dried fruit)
- A plain biscuit
- A plain granola/muesli bar
- Cereal bars and snacks such as seeds, savoury crackers, breadsticks.

Packed lunches will include:

- Meat, fish or other source of non-dairy protein (e.g. lentils, chickpeas, hummus)
- A sandwich that includes a savoury filling (e.g. egg, tuna, cheese, cooked meat)
- A starchy food (carbohydrates) such as bread, pasta, rice, noodles
- Dairy food such as cheese, yogurt or fromage (without artificial sweeteners)
- Plain milk or unsweetened yogurt drink
- Unsweetened 100% natural juices or water
- Eating utensils if necessary

Packed lunches will avoid:

- Confectionery such as chocolate bars and sweets

- Doughnuts, cakes and sweet pastries
- Sweet biscuits with icing or sweet or chocolate coating
- Foods containing high contents of fat
- Packaged chips and crisps
- Fizzy drinks or flavoured milk drinks.

Please attempt to include a balanced selection of food covering all five food groups in your child's lunch box.

Staff will be monitoring what children have in their lunch boxes. Should it be noted that a student's lunch box has fallen short of the expectations in this policy, you will be contacted to address the issue. It is important that we work together to educate children about healthy dietary choices.

Birthday Cakes and Sweets

Student birthdays may be celebrated in the classroom, but *will not* be celebrated with birthday cakes, food or drink. Parents may send in non-food party bag items to be given to students at the end of the school day by their teacher or donate a book to our school library and the child will be awarded a birthday book donation certificate. If a family wishes to celebrate their child's birthday with a party, they are asked to do so outside the school environment. The school has gone to great lengths in establishing a healthy atmosphere where healthy snacks and low calorie foods are served in the cafeteria.

Chewing Gum

Chewing gum is prohibited for staff, students or visitors at Smart Vision School.

Chapter 4: Student Welfare

School Clinic

The Health Clinic at Smart Vision School is equipped to deal with all minor and initial emergency concerns that may arise at the school. We comply with all local Health

Authorities require medical screening and monitoring of children's growth and development on a regular basis. In the event of any medical emergencies; we have protocols and a flowchart in place to ensure that such situations will be dealt with safely and professionally, ensuring the best possible care for each child. As well as one fully trained, registered school nurse we also have a large number of our staff certified with First Aid. We also have a visiting Doctor who attends the school regularly.

Health Information

Absences and illness:

Good health is a necessity for a successful academic experience. If your child shows any signs of illness you should keep him or her at home, both for individual recovery and protection of other children and staff at school. Our policy is that a child who is well enough to come to school is well enough to attend all lessons and outside break time activities. If your child is absent from school, please contact Reception prior to the start of the school day to let your class teacher know that they will be absent. You may also send an email to your child's class teacher. For absences longer than two days, a doctor's certificate must be provided to the

school explaining the absence. It is important that children receive a good night's sleep during the school week so that they can function at their best. Regular nutritious meals and drinking lots of water are extremely important.

Request for Medicine to be taken during school:

If a student needs to take prescribed medicine while in school, parents must provide the medicine together with written details as follows:

- Student's name and class
- Reason for medication
- Dosage required and time to be taken
- Parent's signature

All medication must be taken to the nurse's office before school and collected from the nurse's clinic at the end of the day.

Student Health Record

All parents enrolling their children in Smart Vision School are required to complete the Student Health Record and document proof of immunisation as required by UAE law. An emergency contact form will be sent to all parents at the commencement of the year. The form must be returned to facilitate contact in case of emergencies. Parents'/legal guardians' signatures are required as consent for the school to seek medical assistance in the case of an emergency. It is the school's policy to call a parent immediately if a child requires urgent medical assistance. In cases where contact is not possible, Smart Vision School will seek medical assistance and transport as required. *The cost of any medical consultation or treatment is the responsibility of the parents.*

Infectious Diseases

If a student is diagnosed as having a contagious medical condition, the Nurse will inform the parents to keep the child at home as required. Before returning to school, the student may be asked to provide a medical certificate to confirm treatment and that the condition is no longer contagious.

Illness or medical emergency during school

The nurse will provide immediate care for the child and contact the parent for pick-up if required. Should the situation be of an emergency nature, the parent will be called and the nurse will follow the school's Emergency procedure flowchart, including calling emergency services.

Head lice

The School performs regular checks for Head lice. On initial discovery, the School Nurse will contact parents to collect the child as soon as possible. The nurse will issue a standard letter to parents outlining the procedure for readmission of the child to class and suggested treatments.

Allergies

If your child has an allergy, please ensure that you provide complete details of the allergy on the Student Health Record and/or notify the nurse directly. The nurse will ask you to provide further information from your family doctor outlining the nature of your child's allergy and an action plan for treatment in case of an allergic reaction. For students with significant allergies or a history of anaphylaxis, we request parents to provide an Epipen and signed approval from a

health care provider to use in case of emergency. Our cafeteria caters separate meals for students with food allergies. The school nurse ensures that staff is aware of students with allergies and monitors their cases on an individual basis.

Child Protection

Smart Vision School is a child-protecting school, fully committed to fulfilling its responsibility in safeguarding its students. Our Child Protection policy aligns itself to the UAE legislated federal protection law originally titled “Wadeema’s Law” and now officially called the “Child Rights Law”. The law protects children from any physical, emotional or psychological harm.

The School appoints Child Protection representatives at the school and will ensure that:

- Child Protection representatives have appropriate training for their position.
- Every staff member (including temporary, supply staff and volunteers) knows the names of the designated persons responsible for child protection and their role.
- Staff understand their responsibilities to be alert to the signs of abuse and to refer any concerns to the Child Protection representatives.
- Parents understand the responsibility placed on the school and staff for child protection.
- Social services are notified if there is an unexplained absence of more than two days of a student who has been flagged by the Child Protection representatives.
- Effective links will be developed with relevant agencies and co-operation will take place as required regarding child protection matters.
- Written records are kept of concerns about children, even where there is no need to refer the matter immediately.
- All records are securely kept, separate from the main pupil file, and in locked locations.
- Procedures are developed and adhered to where an allegation is made against a member of staff or volunteer.
- Safe recruitment practices are always followed.

Academic Services

Library and Media Centre

The Library and Media Centre is an essential resource for students, teachers and parents. The School Librarian collaborates with teachers and guides them in the effective use of multiple resources and necessary skills that support the taught curriculum.

The Librarian works collaboratively with teachers to ensure that library skills, note taking, research skills and academic honesty are taught consistently through the School’s curriculum. Students are encouraged to develop a love of reading in English, Arabic, mother tongues or additional languages if possible.

The Library and Media Centre staff organise an International Book Fair held yearly for students and parents. They also plan numerous activities for students during the Emirates Literature Festival and the Sharjah International Book Fair.

Academic Honesty

The Librarian and teachers will emphasise academic honesty by:

- Teaching citation skills and information literacy.
- Assigning project/written work to students that has strong personal connections.

- Discussing ideas and intellectual property at a level appropriate for the students.
- Encouraging students to draft work in order to emphasize process, not only final product.
- Encouraging verbal and written student reflection about the process and final product.

Technology Integration and Responsible Use

Teachers and students at Smart Vision School will use a variety of technology tools to support and promote learning, helping students to become independent learners.

- Students are accountable for the safe, appropriate and responsible use of the school IT system and devices when using them.
- Students must not access any materials that are illegal or inappropriate or may cause harm or distress to others or use any programmes or software that allows the security systems to be bypassed.
- Students may not install or attempt to install programmes on a device, or store programmes on a school device or alter school computer settings.
- Students must not take or transmit photographic images/videos of any person on campus without permission. Students may not use the school IT system or devices, unless permission has been granted:
 - For personal or recreational use
 - To make large uploads or downloads
 - For peer-to-peer file sharing
 - Video or audio streaming (i.e. YouTube)
- When a student's online or offline behaviour negatively impacts student learning or the school community or online behaviour is inappropriate and contravenes this agreement or if they deliberately misuse any of the IT facilities within the school then the following consequences may be applied:
 - a) Involvement of the Principal and/or Parents
 - b) Loss of school-based IT privileges
 - c) Suspension or Expulsion
 - d) Involvement of the Authorities

For further information please refer to the Student IT Use Policy Agreement.

Student Activities Assemblies

The Primary school holds regular assemblies where parents and members of the school community are invited to share, recognise and celebrate student achievements. The purpose of these assemblies is to highlight learning. Details of when each year level will hold assemblies will be communicated through the Parent Portal, Newsletters and Digital communication tools and the School's Facebook page.

Co-Curricular Activities

Smart Vision School involves parents in various sporting, academic and cultural learning events that link directly to our curriculum. Some of our co-curricular activities include:

School Campaigns that support the curriculum and our school values and the development of increased personal awareness, manners, responsibility and action.

UAE Sponsored Events confirm the national and cultural identity of the UAE (e.g. National Day, Eid Celebrations etc.)

Qur'an Competition is an opportunity for children to memorise the Qur'an and to recite it correctly; participants and winners receive gifts in the Awards Ceremony "Recite and Promote".

Sports Days provide an opportunity for parents to see what activities the students participate in during PE lessons and to join in on the fun. Students wear their House colours during the event and are awarded with House points and Sportsmanship awards.

Student Activity Days offer activities that are both educationally sound and fun. Some examples include: Book Character Day, 100 Days at School, Career Day, Science Fair, Winter Concert, Talent Show.

United Nations Day and International Peace Day recognises and celebrates the diverse cultures and peoples around the world. International Day is usually scheduled to coincide with this important event.

International Book Fair is an annual event to promote reading and the opportunity for students to build their home library collections. It is normally held during our Literacy Week.

Field Trips enhance the curriculum by encouraging students to take their learning outside the normal school building (Parent volunteers are welcome).

Residential Trips provide students with real-life challenges in a safe, secure environment where they may explore themselves as risk-takers. Students work together in teams to think and solve problems, take on leadership roles and develop new skills. These programs provide opportunities for students to experience personal growth and learning outside of the traditional school environment.

Literacy Week celebrates a love of literature during a week-long repertoire of reading and writing activities and award ceremonies

Math Day/Week provides a variety of activities in which to use Mathematics. Students use their knowledge and mathematical skills in real life situations, contests, games and assemblies.

Earth Day is a day where students participate with the international community in the celebration of Earth Day.

Talent Shows/Productions provide the opportunity for students to share their own talents with other students in their school and to showcase a diversity of skills

Extracurricular activities (ECAs)

Smart Vision School considers extra-curricular activities vital to overall student development. Such activities allow students to explore and enjoy a variety of experiences that are of personal interest. ECAs are offered to students from Year 1 to Year 6 with some externally provided activities being open to FS2. All students are encouraged to participate in ECAs as they are an important element of our educational programme. Participation is recorded in academic reports. Children not participating in ECAs are not permitted to remain on the school grounds after school and should be collected directly by their parents or guardian. Students who are not picked up promptly following ECAs may be excluded from the ECA programme.

Some examples of ECAs may include:

Maths Club	Construction Club	Origami	Choir
Environmental Club	Touch Typing	Handicrafts	Maker Space
Painting	Board Games	Chess Club	Homework Club
Puzzle Club	Dance	Cooking	Gymnastics
Tennis	Swimming	Basketball	Running
Volleyball	Essay Writing	Library Club	Story Club
Creative Writing	Handwriting	Islamic Studies	Arabic Literature
Arabic Poetry	French Language	Urdu Language	Drama

Additionally, there are a number of paid ECAs available through outside providers in the areas of Sports, Music, and Robotics etc.

Attendance

Lateness to School

Students are expected to be on time (7:50 AM) in the morning and prepared for the start of class. Three (3) counts of unexcused lateness will result in the parents being called/emailed and will incur one recorded absence on the student's record. Six (6) counts of lateness will incur a call/email and a letter to parents and will incur two recorded absences. Nine (9) counts will require a parent meeting and signature and will incur three recorded absences. Failure to correct the situation may result in a review of enrollment.

Attendance and Absence

Regular school attendance and punctuality are essential for successful academic progress. In the event of a student being absent, parents will be contacted to inquire about the reason for the absence. Absences in excess of two consecutive days require a Doctor's report to Reception upon the student's return to school. The Principal must approve prolonged/extended absences (Please see below). KHDA requires a minimum attendance rate of 95% and falling below this may result in your child not being re-enrolled.

Prolonged/Extended Absence

Parents who wish to take their child out of school for more than 3 school days must:

- Pick up an extended leave form from Reception or download from the Parent Portal.
- Request written consent from the Principal at least two weeks in advance. (Requests placed less than two weeks in advance may result in not allowing the student to make up missed work. This may affect the student's assessments).
- The parent will be notified that the leave has been approved for advanced makeup work. Upon approval, teachers will be notified to make arrangements for missed assignments.
- Parents should understand that the student is responsible for all work missed during his/her absence.
- Work missed must be made up within 2 weeks of returning to school or as arranged with each teacher.

Make-up Work

The purpose of Make-Up work is to allow the student with approved prolonged/extended absence to have the opportunity to complete classroom work that has been missed. Timely completion of missed work is important for the academic progress of the student and is the responsibility of the parents and/or student to obtain from classroom teachers. Students who are absent for prolonged/extended absences will be expected to make up missed work.

Permission to Leave School Early

A student will not be allowed to leave school before the regular dismissal time without permission from the relevant section leader.

Parents who need to pick their child up should:

- Sign in at Reception and inform of the need for early dismissal then complete in an early dismissal form.
- Take the approved dismissal form and pick up their child directly from the classroom.

Please be advised that for safety reasons, teachers will not release students to anyone coming into a classroom without the appropriate form. School security will also enforce this policy.

Pastoral Care/Student Behaviour

We believe that student behaviour is unacceptable when it:

- Interferes with the rights of others
 - Is dangerous to self, others or property
 - Is inconsiderate or offensive

When dealing with inappropriate behaviour we use logical consequences (whenever possible) rather than punishment. Corporal punishment is never acceptable. All consequences take into consideration related aspects of student welfare and management.

Preventative Action

Preventative action is used to prevent unnecessary disruptions. During the first week of each school year teachers and students work together to construct age-appropriate Classroom Essential Agreements. Along with this the class decides consequences, both positive and negative for inappropriate actions. These are displayed in the classroom, communicated with parents and referred to throughout the year.

Students are also taught the Smart Vision School Golden Rules:

- Stay safe at all times.
- Show respect to yourself and others.
- Work hard and always do your best.
- Keep your hands and feet off other people.
- Keep your school tidy.

Positive reinforcement is the key to ensuring that essential agreements are met. At Smart Vision, all school staff members seek to praise students for their efforts and achievements. Providing students with positive reinforcement to increase a desired behaviour, may be as simple as offering a smile or a House token or as complex as setting up a point system in the classroom. Individual recognition from a teacher confirms for students that their teachers are interested in them as individuals and care about personal behaviour and progress. Positive reinforcement also helps to build positive relationships by modelling appropriate ways of interacting with others.

Our individual rewards programme is directly linked to our school house system through weekly assemblies with students working individually to fill a card of stickers which in turn produce a special certificate and house tokens to contribute to the team.

House System

Modeled on the British private school system, there are four school houses linked to core school values, each based on and the values and mentorship of an inspirational Emirati:

Zahra Lari (Lari House)- the Emirati figure skater. Ms Lari was chosen to represent international links (her Mother is American, her Father Emirati) and courage. She refused to participate in competition without her hijab, becoming the first figure skater to do so in the world, and this was picked up and celebrated by Nike. The value of courage and identity is at the core of school life.

Hamda Al Hosani (Hosani House) – the 200M gold medal winning Emirati Special Olympian. She overcame huge struggles and was chosen by the school and its children to represent inclusion and perseverance.

Ahmad Abdullah Majan (Majan House) – the Emirati inventor. Gold medal winning, his inventions include the Smart Sport Helmet, 'Smart Saddle' and Solar Powered Bicycle Tracking and Animal Tracking Systems. He stands for innovation and creativity.

Omran Sharaf (Sharaf House) is the Project Director of the Emirates Mars Mission. Trained in the United States and Korea, Mr Sharaf leads the Mars Mission and, as a figurehead for the House, represents courage and leadership.

Corrective & Supportive Action

Action is used to correct and support students who demonstrate inappropriate behaviour. This flowchart outlines the process that is followed to support and correct students' behaviour.

Smart Vision School has a very detailed and specific Behaviour management policy and system based upon positive reinforcement. It is our aim to set and communicate clear expectations and to promote reflective practices in students. Our system of tracking and dealing with negative behaviour provides maximum support for students facing behavioural issues and promotes and celebrates positive choice.

Our 8-stage system clearly articulates the behaviours, as well as actions by staff and sanctions for students. It also clearly notes how and when parents will be informed and involved and sets clear expectations for what that expected support will be.

Behaviours and escalation of behaviours will fall into or move through the following stages:

- **Stage 1** – Low level behaviour which is managed by teachers using a consistent school- agreed system. Sanctions: A Verbal Reminder and Reflection time. (The child is told what rule they are breaking and asked to desist.)
- **Stage 2** – Medium level or persistent behaviour whereby a child chooses to break rules persistently: Warning that is recorded and parent is informed by Behaviour Letter Stage 2. Loss of play 5-10 minutes.

- **Stage 3** – Continued unacceptable behaviour from Stage 2 or aggressive behaviour that harms another or property. Loss of play 20 minutes. Parent/carer is informed by Behaviour Letter Stage 3.
- **Stage 4** - Continued unacceptable behaviour from Stage 3 or more severe aggressive or repeated behaviour that harms another or property. Loss of play or nurture group for 2 days per week for 2 weeks. Behaviour recorded and parent/carer & student meet to implement a plan of action between home & school.
- **Stage 5** - Continued unacceptable behaviour from Stage Four or aggressive behaviour/outbursts that endanger or harm self, others or property. The child is removed from the classroom and taken to a designated member of SLT or Section Leader. Internal suspension whereby the child will remain out of class for one full day, supervised by the member of SLT. Parents receive Stage 5 letter, meet with management and co-sign behaviour contracts with student.
- **Stage 6** - Continued unacceptable behaviour from Stage Five or more serious aggressive behaviour/outbursts that endanger or harm self, others or property. Parents receive & sign Stage 6 letter and meet with Principal. 2-day external suspension.
- **Stage 7** - Continued unacceptable behaviour from Stage Six or severe aggressive behaviour or outbursts that endanger or harm self, others or property. Parents receive & sign Stage 7 informing of risk of permanent exclusion. Parents sign letters and meet with the Principal. 3-day external suspension. School submits all evidence to date to KHDA and requests intervention/support.
- **Stage 8** - Continued unacceptable behaviour from Stage Seven or extreme and dangerous behaviour or outbursts that endanger or harm self, others or property of a level that is
 - unsafe to the school. Principal calls a meeting with parents to inform them of consequences upon KHDA advice. Parents receive letters advising of non-re enrolment for the following year.

Bullying

Bullying is not tolerated in any form at Smart Vision School. Bullying behaviours may include repeated:

- Physical hitting, kicking, pushing, punching and stealing.
- Verbal or non-verbal insults, name-calling, threats, and negative comments about an individual or their ethnicity including cyber bullying.
- Intention to harm another person's dignity or reputation by spreading gossip, rumours, or wilfully and/or forcefully excluding another student from activities or groups.

If a student exhibits any of these behaviours, the following steps will be taken:

- The responsible teacher will immediately report the incident to the Section Leader who will then inform the School Counsellor, Child Protection Representatives and the Principal.
- The Counsellor and Child Protection Representatives will then investigate the incident, analyse the situation and propose the necessary actions to the School Principal.

Discipline of Students with Significant Pastoral Needs

Some students, for a variety of reasons that may include social, emotional, physiological or psychological factors, may demonstrate behavioural patterns that significantly affect their learning and the classroom environment. Individual behaviour modification plans are often necessary for such students. These can range from the implementation of a behaviour chart to the student having a ILSA (Individual Learning Support Assistant helping them throughout the day. The classroom teacher needs to liaise closely with the SENCO, Child Protection Representatives, Counsellor, parents and the School Principal in the design and implementation of a suitable program. Specialist support may sometimes be recommended and required by outside services.

Communication with Parents

At Smart Vision School, we seek to forge a close liaison between the school and home. The opportunity for parents to keep up-to-date contact with teachers concerning their child's involvement and performance is high on our agenda to ensure we are working in unison for the betterment of each child. Some of the ways in which we communicate directly with parents are:

- Mograsis Parent Portal (phasing out School communicator)
- Parent Communication Book
- Meet the Teacher Morning
- Parent Information Evenings
- Parent Coffee Mornings
- Classroom Visit Invitations
- Parent-teacher Goal Setting Conferences
- Parent-Student Conferences
- Student Reports
- Parent Educational Workshops
- Weekly Newsletters
- Letters
- School Website
- School Facebook, Twitter & Instagram
- School Surveys

Channels of Communication for Parents

Contact with your Child's Teacher

For routine matters relating to your child's academic progress and classroom activities, contact must be made first with the classroom teacher. All teachers will make themselves available to deal with parent concerns - on an emergency basis if needed. Since teachers are obviously busy in the classroom before school and for most of the day, parents need to make an appointment for a time that will facilitate an unhurried discussion of problems in an effective manner. This appointment will usually be outside normal school hours. Parents can arrange such meetings by communicating with the teacher via email, the student planner or ringing school reception who will pass the message on to the teacher.

Contact with the Section Leaders

The Section Leader has the authority to deal with all operational aspects of the daily academic and social life of the students at SVS. Teachers report directly to their Section Leader. Parents are welcome to discuss pertinent issues with Section Leaders but are encouraged to always

talk with class teachers first. Direct contact with the Section Leader should occur in any one of the following circumstances:

- If you are unsatisfied with your discussion with the classroom teacher regarding the matter concerning your child.
- If your concern is not within the normal classroom learning situation, but is of a general curricular, behavioural or school organisational nature.
- If you feel there is a sudden emergency situation and contact must be made.

Contact with the Manager of Finance and Administration

In all cases dealing with routine financial matters, please contact the Finance and Administration Office.

Contact with the Principal

The Principal will be made aware of any serious parental concerns. Circumstances in which the Principal may be involved in parental concerns are:

- The matter has already come to the attention of the Section Leader and in the opinion of the parent, has not been satisfactorily resolved.
- The matter is not related to the routine operation of the academic programme and social life of the school;
- The matter is more than a merely routine financial one.
- The matter is of a very serious, dangerous, threatening or urgent nature, one requiring immediate, high-level administrative action.

Parent Participation

Parents are an integral part of our school community and are encouraged to actively participate in school life. Whether it is attending parent workshops, sharing your expertise with a classroom of students, reading for children in the library, attending assemblies, special events, and coffee mornings or becoming a member of our Parent Council or its various sub-committees throughout the year, we welcome parents as active partners in our school community.

Security – Approved Carer Identification

At admission, parents are to identify in writing all parties who will be regularly collecting the child from school and submit a request for “Approved Carer ID” for all. This includes any person/s who will be collecting students from the bus at the end of the day. Note that without the ID, the child will be brought back to school. In the case that the parent has lost their ID, an immediate request for replacement at the cost of the parents is necessary. In the case of forgetting the ID, parent/carers must sign in at the security desk after providing photo ID.

Guests and Visitors

Although Smart Vision welcomes guests and visitors, safety and security procedures require that they must report their presence and sign in at the Security desk. If the visit takes place after the school day, Security will request a sign in.

Guests and visitors include, but are not limited to:

Guest speakers

Volunteers

Invited school guests

Parents and/or family members picking up children during the school day ▪ Delivery persons

All visitors should be ready to present some form of government-issued photo identification if requested (e.g. Emirates ID/Driver's License). Upon registration, visitors will be presented with a School Identification badge. This badge should be worn at all times during the stay and returned to the Reception desk at the end of the visit.

Prayer

Prayer rooms are available for student use. During Islamic prayer times, the Islamic Studies teachers supervise students.

Safety and Emergencies

An emergency is an event that threatens to disrupt the *normal* running of the school. This includes, but is not limited to events such as fire, infectious diseases and adverse weather. Emergencies such as these may happen inside or outside the school, during the school day or after hours. In such cases, the priorities are:

- The safety of the children
- The safety of staff and other adults
- Minimizing damage to school buildings

When a decision is made to close the school, the Principal will request that all parents receive a phone call or an alert via the Parent Portal informing them of the situation. If the closure occurs during the school day, parents will be contacted to collect their children.

Emergency Evacuation Drills

All schools must be prepared to evacuate the site in the event of an emergency. In some circumstances schools may be required to enforce a "lock down" procedure. Regular drills are held at Smart Vision School to ensure the orderly and safe evacuation of the children, visitors and staff as detailed in the School's Crisis Response policy. These drills are practiced on a regular schedule and in keeping with local regulations.