

EARLY YEARS FOUNDATION STAGE & PRIMARY

Parents Handbook
2022/2023



British Montessori

WELCOME TO BRITISH MONTESSORI

We are proud that you have enrolled your child with us, and we look forward to getting to know them better. We want to show them our commitment to a values-based education and to enhancing their individual qualities.

Our desire is to train students who will be prepared to be protagonists of their own future, who will acquire self-confidence, autonomy, and security. At our school they will be taught in a safe environment, in the middle of nature.

This document contains important information about the center, rules, and procedures of interest for you and your child. We are always available to answer any questions or clarify any doubts you might have.

SECTION A. ORGANISATION AND COMMUNICATION

A1. Daily schedules

PLAYGROUP 1

First teaching block	9:30-11:00
Break	11:00-11:30
Second teaching block	11:30-12:00
Lunchbreak	12:30-13:30
Siesta	13:30-15.00
Third teaching block	15:00-16:00
Snack	16:00-16:30

PLAYGROUP 2

First teaching block	9:30-11:00
Break	11:00-11:30
Second teaching block	11:30-12:00
Lunchbreak	12:30-13:30
Siesta	13:30-15.00
Third teaching block	15:00-16:00
Fourth teaching block	16:00-16:30

NURSERY

First teaching block	9:00-10:40
Snack	10:40-10:50
Second teaching block	10:50-11:30
Break	11:30-12.00
Third teaching block	12:00-12:50
Lunchbreak	12:50-14:30
Fourth teaching block	14:30 -16:30

RECEPTION

First teaching block	9:00-10:20
Snack	10:20-10:35
SECOND teaching block	10:35 -11:30
BREAK	11:30-12:00
Third teaching block	12:00-12:50
Lunchbreak	12:50-14:30
Fourth teaching block	14:30 -16:30

PRIMARY

Registration	9:00
Period 1	9:00-9:50
Period 2	9:50-10:40
Break	10:40-11:15
Period 3	11:15-12:10
Period 4	12:10-13:05
Lunchbreak	13:05-14:20
Reading	14:20- 14:40
Period 5	14:40-15:35
Period 6	15:35-16:40

A2. Entering and leaving school

Pupils may be on the premises from **8:45 to 16:45** and only outside of these hours if they are assigned to the “guarderia” service or participating in after school activities.

Playgroup 1: Enter and exit through main gate. Parents take children directly to, and collect them directly from, the classroom.

Playgroup 2: Enter and exit through main gate. Parents take children directly to, and collect them directly from the classroom.

Nursery: Enter and exit through main gate. Parents take children directly to, and collect them directly from, the infants gym area.

Reception: Enter and exit through main gate. Parents take children to, and collect them from the infants gym area.

Key Stage 1 (Year 1): Pupils enter through main gate or back gate (C/ Acequias) and enter directly in class. At the end of the day they are picked up by parents in their classrooms.

Key Stage 2 (and Key stage 1 Year2)

Pupils enter through main gate or back gate (C/ Acequias) and wait in the playground until lined up and taken to class by their teachers at **8:55**. On wet days they go directly to their classrooms. At the end of the day they are collected in the play area behind the primary building.

On wet days, children exit from their classrooms and are collected by their parents from there. Teachers are expected to stay until the majority of children have been collected, then they pass the remaining ones to the duty teachers.

All gates will be locked at **9:00** and opened at **16:25**. All entrances and exits during the school day will be through the electronically controlled gate onto Calle Acequias.

Lateness and Absence

Form tutors are responsible for monitoring lateness and absence in their class. All cases of absence should be justified by a note, phone call or e-mail from the parents. If a child is absent for more than one day and no notification has been received the teacher should ask the secretary to telephone the parents and investigate the absence. Likewise if a child returns from a shorter period of absence and does not bring any justification the parents should be contacted.

Lateness of more than 30 minutes should be justified in the same way as absences. In cases of persistent lateness tutors should send a letter to the parents requesting that they try to solve the problem. Sanctions for unjustified lateness should be imposed by the tutor.

Pupils arriving after the end of registration go to the office where they will be marked into the register.

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Pupils who have to leave school before the end of the day are collected from the office by their parents.

Break and lunchtime

Pupils are assigned to the following areas at break and lunch times:

Playgroups: Play area next to the infants dining room

Nursery and Reception: infants playground.

Years 1, 2: Morning and lunch break in the KS1 play area.

Years 3, 4, 5 and 6: Morning break and lunch break in main playground.

On rainy days the Foundation Stage classes remain in their own classrooms. Year 1 is supervised by the duty teacher. Year 2 and Key Stage 2 remain in their classrooms, supervised by the duty teachers patrolling the corridor.

At lunchtime, Playgroups and Nursery eat and are supervised in their own areas.

Reception classes use the dining room from 12:50 to 13:30. At 13:30, Year 1 is taken straight from their classes to the dining room, Years 2, 3, 4, 5 and 6 are taken to the dining room by their teachers.

Communication

With children

Information for the children is sometimes given in the form of a note in the registers or circulated around the classes. The weekly assemblies are used to talk about any news or issue in greater depth.

With parents

Parents meetings:

There are meetings for all Early Years Foundation stage classes at the start of each term.

There are two rounds of parents meeting each year. The first one, in September serves to introduce teachers and give general information about the objectives for the year. In the second term, parents are invited to an open afternoon with their child in which they are able to look at exhibitions of work, and talk to teachers.

In addition to these during the school year, tutors normally meet with selected parents in cases of particular difficulties or causes for concern.

Sometimes extra informative meetings are arranged to discuss any collective doubts or concerns and to give further information where necessary, such as information about changes when transferring from one section of the school to another.

Individual appointments with tutors:

Parents are invited to make individual appointments with the form tutor as and when the need arises and teachers should be prepared to be available for a reasonable amount of time to talk to parents. It is normal to expect that all parents make one appointment during the school year and in cases where there is a particular problem or a child needs special monitoring there may be need for several appointments.

Appointments may also be made on the initiative of the form tutor and tutors should ensure that all parents have at least one meeting with them at some time during the year. Parents of new pupils or pupils with difficulties should be seen by the tutor during the first term.

If there is a persistent problem or parents demand for meetings become excessive, the case should be passed on to the section co-ordinator or head teacher. Teachers should record any important information about their meetings with parents, in particular any agreements that are made about courses of action or special measures.

CURRICULUM AND TEACHING

Weekly Timetable

The week consists of a total of 30 teaching periods (55mins and 5 reading sessions of 20 mins) The time allocated to Spanish teaching is 6 periods in Year 1 and 5 periods in Years 2 to 6. All the remaining hours are taught in English covering the National Curriculum.

Curriculum Structure

In the primary section the following weekly time should be allocated to each subject area:

	Yr 1	Yrs 2, 3, 4	Yr 5	Yr 6
English/Literacy	6	6	6	5
Maths/Numeracy	5	5	5	5
Science	2	2	2	3
History/ geography	2	3	3	2
Chinese	1	1		
German			1	1
Art and DT	2	2	2	2
Computing	1	1	1	1
Music	1	1	1	1
P.E.	2	2	2	2
PSHE/Assembly	2	2	2	2
Spanish Language	6	5	5	5

The timing may vary in subjects such as the humanities or art where projects may require more time to be dedicated to these areas in one particular week; however the average time over the year should correspond to the above list and in Literacy and Numeracy the weekly allocation should be more strictly adhered to.

Assessment and Grading

Report

Children receive a full written report at the end of the first and the third terms and a shorter report at the end of the second. This report includes grades for achievement (on scale of A to E) and effort (on a scale of 1 to 4) in the core subjects; Literacy, Numeracy and Science, along with an evaluation as to whether the pupil's attainment is average, above or below in the different national curriculum attainment targets within the core subjects. Spanish, subjects are given an attainment grade using the

scale: Sobresaliente (SB), Notable (NT), Bien (BI) Suficiente (SU), Insuficiente (IN) and Muy deficiente (MD).

Criteria for awarding grades

The following interpretation of grades should be applied as far as possible:

Attainment grades.

A: (Spanish 9/10)

Pupils who are either learning skills that go beyond the objectives set out for that year or show an outstanding mastery of those objectives.

B: (Spanish 7/8)

Pupils who are successfully learning all of the objectives set out for the corresponding subject and year and only having difficulty with the most demanding tasks.

C: (Spanish 5/6)

Pupils who are successfully learning a subset of the objectives, which could be considered the essential skills, even though they may be having difficulty with other objectives contained in the schemes of work. Subject co-ordinators should be able to define which objectives are essential for the attainment of grade C and which are not, and tests or other methods of evaluation should ensure that pupils have the opportunity to show mastery of essential skills.

D: (Spanish -4)

Pupils who are working towards mastery of the essential skills defined for grade C and are not too far from achieving them.

E:

Pupils who are having major difficulties and who need to be set differentiated objectives simpler than those for grade C in order to be able to make progress.

Homework

Children start to receive homework in Key Stage 1. In years 1 and 2 this consists of taking their reading book and spelling lists home on a regular basis and occasional short tasks set for the weekend. The main objective of homework at this stage is to teach children to organise the taking and returning of materials and to give parents an opportunity to collaborate with their children work.

In Key Stage 2 the homework will include weekly tasks in lengua, literacy and numeracy, alongside spelling and reading activities. Other subjects may assign homework occasionally.

Each tutor teacher will establish an individual homework routine for their class.

Handwriting policy

During the Foundation Years children are introduced to initial handwriting skills by the English team. When children reach Year 1 they receive tuition in the obligatory subjects of the Spanish Curriculum: so children receive handwriting instruction from two sources simultaneously. It is imperative therefore that both the English and the Spanish team follow common procedures and practices and have common aims for our pupils. Primarily, our joint aim is to teach and support our young learners in achieving a clear; well formed: legible script with the minimum of difficulty.

Concerts, Fairs and Events.

The cycle of concerts, performances and special events is established at the start of each academic year. It normally consists of a Christmas concert, theatrical performances, fund raising events and/or open afternoons with displays of children's work. Each form tutor is responsible for preparing their classes participation in these events.

House System

All pupils in Primary are assigned to one of four "houses": Beech, Cypress, Fir or Poplar. House points are awarded by teachers and tutors for good work, effort, being helpful or making any special contribution to the school and these act as an individual and collective incentive as house point running totals are announced in assemblies. The house system is also used to organise competitions such as sports or quizzes where mixed age teams can be formed. House captains for each section are chosen at the start of the academic year, or each term, from within the Year 6 class. At the end of the year the winning house receives the 'House trophy' to display for the following year.

Activities and Visits

Children have access to a range of extracurricular activities, which are taught by specialist teachers independently of the main curriculum. Parents can elect for their children to participate in these activities by speaking to the secretarial staff.

Single day outings or visits are incorporated into the annual programme for each year group, normally three times each year, generally once per term. Extended cultural visits or visits to camps and field centres are also organised on occasion.

PASTORAL CARE AND DISCIPLINE

The role of the form tutor

Apart from their particular share of the academic curriculum, form tutors are responsible for monitoring the overall progress, development and well being of children in their tutor group.

Summary for form tutor responsibilities:

- 1.** To manage all aspects of the tutor group's life in the school e.g. marking registers, distributing letters, collecting replies, following up absences and lateness, checking uniform or standards of dress.
- 2.** To uphold the school's system of procedures, sanctions and rewards to keep record of sanctions and rewards received by pupils in their form group.
- 3.** To become aware of pupils' strengths and weaknesses, ensuring that other staff are aware of special cases or circumstances, and to provide individual pupils with the necessary counselling, support and guidance.
- 4.** To encourage good relations between members of the form class and sense of class identity.
- 5.** To check homework diaries regularly and follow up children who have difficulty with organisation.
- 6.** To ensure effective liaison between the school and parents and to prepare pupil's reports, complete information on absences and lates and check the report sections completed by other teachers.
- 7.** To contribute as required to the school's PSHE and assembly programmes, preparing class assembly presentations as well as their group's contributions to house competitions, concerts, sports days and fund raising activities.

Values

The school wishes to promote a strong adherence to positive values to enhance good behaviour and communal living. We ask all staff and parents to support the pupils in promoting these values. Our pupils will be encouraged to adhere to the following values throughout the school year and make them part of their social understanding and activity:

RESPECT, EMPATHY, HONESTY, COURAGE, RESPONSIBILITY

Behaviour Policy

The school aims to create an environment in which good behaviour, respect for people and property and academic motivation are seen as natural part of daily procedure and negative behaviour is considered exceptional and undesirable. In order to achieve this it is important that both rewards and sanctions are used consistently and fairly by all staff.

Teachers are responsible for maintaining discipline in and around school, not just in their own classrooms and they will be prepared to intervene in any case of misbehaviour that they witness.

Montessori School follows these '**Golden rules**':

- You must always listen to your teacher.
- We must all listen to each other.
- You must try your best with everything you do.
- You must look after your classroom. Try to keep it clean and tidy.

There are also '**playground rules**':

1. Always walk into the playground from your classroom.
2. Listen to the adult in the playground and do what you are told.
3. Find an adult if you need help.
4. Keep the playground tidy.
5. Line up quietly at the end of playtime when the bell rings.

REWARDS

- Verbal praise
- Stickers, house points, certificates
- Free time to play/ class certificates
- Raffle prizes
- Positive notes to parents in agenda

Disciplinary Measures

Some examples of consequences in class may include: being moved to sit alone, missing some playtime or moving the whole class forward/back on class rewards. The consequences in the above list are the most common used, but at times further measures may become necessary such as speaking to the coordinator or head teacher. Counselling Quite often, in the first instance, problems can be dealt with

directly by talking to the pupil; if necessary they may need a longer conversation discussing the reasons why certain behaviour is unacceptable.

Poor quality work can be accompanied by the appropriate comment, and if appropriate, children may be required to repeat work, having been made aware of the reasons for the first version being inadequate.

Loss of free time This is the most frequently used sanction and consists of children losing part or all their break or lunchtime. This may be accompanied by a task such as written work.

Referral In cases of repeated offences or offences that may be considered very serious the pupil may be referred to the coordinator or head of section who will back up any sanction imposed by the teacher or impose the sanction themselves. These cases are usually followed up by a meeting with parents. The normal sequence of referral is: Teacher – Form Tutor – Coordinator – Head of Section.

Meeting with parents or notification The school considers that parents should be informed of any major or persistent disciplinary problems involving their child. Meetings of this nature are usually with the tutor and the Coordinator or Head of Section and parents are asked to reinforce and support any disciplinary action taken by the school. In cases where a meeting is not considered necessary parents may still be notified in writing of a particular incident and asked to acknowledge receipt of this notification.

Daily report Use of a daily report is normally made in cases of a persistent behaviour or work/effort problem and form tutors may use this measure after discussing the case with the Head of Section. The daily report allows a period of very close monitoring to be imposed on a child and a specific target for improvement in work or behaviour can be established in advance with the pupil. Tutors review the comment on the report form each day and give encouragement when improvement has been made. The time for which this measure is imposed depends on the improvement made and the nature of the problem but one week would be typical. The completed forms also provide useful information for follow up meetings.

Behaviour contract and withdrawal of pupil from the school In cases of very serious offences or repeated offences with no positive response to other measures, the school may issue a final written warning and require the parents to sign a behaviour contract which states that any further breaking of school rules will result in the pupil having their place in the school withdrawn.

HEALTH AND SAFETY

Montessori School Health and Safety Policy

General principles

The school should provide a safe and healthy environment for pupils and staff. All actions and decisions on the part of members of the school community should take safety into account, including giving it priority where necessary over educational objectives.

Emergency procedures

Illness and injury:

Pupils who are ill should be sent or taken to the office where secretarial staff will take appropriate action, applying first aid measures, contacting parents or seeking medical attention as necessary. One member of the office staff on each site has first aid training.

The procedure is the same in the case of minor injuries. In the case of more serious injury pupils should not be moved and a message should be sent to the office requesting help. Teachers and secretarial staff are expected to act as responsible adults in these circumstances and not as trained medical staff, and should be careful not to take decisions that they are unsure about, always seeking expert advice in case of doubt.

A record book is kept in each office and a report should be filed in all cases of accidents that require either immediate or posterior medical attention, this being completed by the teacher who was supervising at the time.

Medicines:

Teachers should not administer medicines to pupils. In cases where it is unavoidable that medicines have to be taken during school time they should be left in the office by parents, accompanied by clear written instructions and will be administered by the secretarial staff.

Fire and evacuation:

Evacuation procedures should be displayed in all rooms and evacuation drills should be held at least once each academic year.

Agreement between parents and school:

1. I accept that the continuity of my child in the school, for the next academic year is conditional on their satisfactory school performance and good behavior, as well as the payment of the fees accrued.
2. I accept the values of the school and the policies within the Parent and Pupil handbook, as well as my obligation to respect them and enforce them.

3. I respect and understand the educational project of the School and accept my obligation to respect the staff of the center and its collaborators.
4. Assistance is mandatory, and I accept my obligation to communicate any absence, and provide justification as soon as possible.
5. I accept that admission to the School does not guarantee continuity of studies in the same for the next school year. Admission to the foundation stage does not guarantee admission to Primary, or Primary admission in Secondary School: both will be based on school reports.
6. I accept the school's fee policy, as well as its regulations regarding the form of payment.

Fee Policy:

- Fees will be paid by direct debit, following the annual or monthly payment to the school bank account between the 1st to the 5th of each month.
- The annual fee for education is divided into eleven instalments; the reservation of a school place paid during the previous course, plus the ten monthly payments.
- The school canteen prices are annually divided into ten equal payments, regardless of the number of school days this facility is used each month.
- Enrollment and reservation fees will not be refunded.
- The delay in the payment of receipts with respect to the established period will automatically entail:
 - An administration fee of 30 euros, to cover the additional collection costs incurred by the debt.
 - The legal interest in effect to date.
 - If the course is fully paid in advance before May 31, a 2% discount will apply.
 - There will be a 50% discount on education and in the school canteen for a third child registered.
 - The teaching fee does not include the use of personal material to be provided by the student (pens, folders, rubbers, sharpeners, pens, compass, calculator, rules, etc.), or textbooks.
 - The registration fee for external exams I.G.C.S.E. and "A" Level (which are part of the English curriculum) and First Certificate, Advanced and Proficiency (which are optional), will be paid on a separate receipt, in the corresponding courses.
 - The School will only carry out the administration of external examinations once the fees have been paid in full.

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