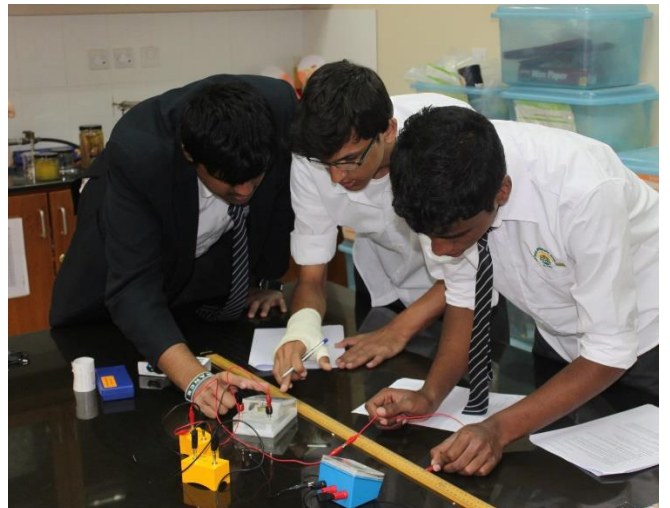




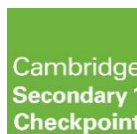
NIS PARENT HANDBOOK

(2023 - 2024)



“The Mission

To provide an outstanding international education, which **nurtures** and **inspires** all students to become **successful lifelong learners** who are able to make a positive difference to their own community and the world.



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A Message from The Executive Principal

Dear Parents,



Welcome to Nada International School (NIS), a prestigious international school located in the beautiful Oasis like, Nada Farm Village compound in Saudi Arabia. NIS was founded in 2002 by the Al Othman Group and is dedicated to providing its students with an exceptional educational experience that prepares them for success in college and beyond.

At Nada International School, we believe in the transformative power of education and the opportunities it offers for everyone's personal growth and professional development. Our school is dedicated to building an intellectually stimulating and nurturing environment that encourages critical thinking, creativity, and a strong sense of community.

We recognize that each student brings a diverse set of skills, talents, and aspirations. Our focus is to provide an inclusive and personalized learning experience that is tailored to fit the unique needs of every student. Through a well-built curriculum that is both rigorous and engaging, we aspire to empower our students to become independent thinkers, lifelong learners, and responsible global citizens.

At NIS we offer a rigorous academic program based on the Cambridge Primary and Secondary curriculum and Cambridge Assessment International Examinations (CAIE) IGCSE, AS and A-Level examinations. NIS students consistently outperform UK National standards at these examinations, and many of our students receive prestigious CAIE highest mark in region, country or global awards. Graduates from NIS go on to distinguished universities around the world to pursue a wide range of studies, including medicine, pharmacy, law, engineering, veterinary sciences and business.

Nada International School is fully accredited by the Saudi Ministry of Education (MOE), CAIE and COGNIA, providing official recognition of its excellence by external professional educational organizations.

Our team of dedicated and experienced educators is committed to fostering a supportive and collaborative learning environment that promotes academic success, personal growth, and character development. We prioritize the holistic development of our students by offering a wide range of extracurricular activities, leadership opportunities, and community service programs. These experiences provide our students with a platform to explore their passions, develop interpersonal skills, and cultivate a strong sense of empathy and social responsibility.

NIS is more than just a school; it is a community of learners who are passionate about learning and making a difference in the world. NIS students are encouraged to develop a strong moral foundation based on the values of respect, discipline, honesty, creativity, cooperation, caring, fairness and excellence. NIS also nurtures young minds and challenges children to become successful lifelong learners.

Yours sincerely,

Mohammad Wajeih
Executive Principal

MISSION, VISION, VALUES, LEARNING SKILLS, AIMS & GOALS OF THE SCHOOL

School Mission

To provide an outstanding international education, which **nurtures** and **inspires** all students to become **successful lifelong learners** who are able to make a positive difference to their own community and the world.

School Vision

To provide an **innovative** and **nurturing** learning environment where every student is equipped with twenty first century **learning skills**, **knowledge** and **values** to become **caring** and **compassionate global citizens**.

School Motto – Nurture, Inspire, Succeed



School Values

- Respect
- Honesty
- Caring
- Kindness
- Fairness
- Self-discipline
- Excellence



Learning Skills

- Creativity
- Collaboration
- Communication
- Curiosity
- Critical Thinking
- Leadership
- Digital competence
- Problem solving
- Adaptability

School Aims

- To provide a high quality international education
- To develop successful lifelong learners who have a love of learning
- To achieve academic excellence and a commitment to lifelong learning
- To work for the development of the whole child and create confident individuals who are able to live safe, healthy, happy and fulfilling lives

School Goals

- To provide an enjoyable learning environment which meets the academic, emotional and physical needs of all children
- To support students to make rapid academic and personal progress
- To nurture responsible global citizens who make a positive contribution to society
- To recognize the children's individualism and diversity of background and experience and provide cognitive and physical challenges for all students to develop the potential of each child
- To make the best use of technology to support learning
- To deliver a balanced and innovative curriculum which enables students to develop a wide range of learning skills
- To commit to rigorous assessments and opportunities for students to engage in self-assessment and review of their own learning and progress
- To work collaboratively with parents and develop strong home school partnerships
- To provide a supportive school environment, fostering a professional learning community

Cambridge Outstanding Learners



Despite being a very small school, within the context of Saudi Arabian international schools, our senior students have won many Cambridge awards, based on their IGCSE / AS and A level examination results. These awards are numerous at regional and national level, where NIS seniors are competing against tens of thousands or perhaps hundreds of thousands of other students from other schools.

The full list of these truly outstanding young people and their respective awards can be found on the school website using the following link [NIS | High Achievers \(nadaschool.edu.sa\)](https://nadaschool.edu.sa)



In order to achieve academic success NIS strives to provide the conditions that are necessary to achieve an optimal learning environment, where children are motivated, safe and enjoy coming to school. Realising these aims requires dedication and a real desire to make a difference to the lives of these young people.

Many of our students wish to attend high calibre universities around the world, with the initial aim of under-graduate study in the fields of medicine, pharmacy, law, engineering, veterinary science and business. Our graduates can be viewed on the NIS website

Their university destinations are also available for viewing by clicking the link below

<http://www.nadaschool.edu.sa/downs/graduates.html>



ACCREDITATIONS

NIS Accreditation

NIS is fully accredited by AdvancED, we received accreditation in 2017, AdvancEd has now become 'Cognia' NIS completed the five-year review for accreditation in March 2022 with significant improvements identified in the school report.



We are also accredited by Cambridge Assessment International Education having 'Cambridge Independent School' status allowing us to administer all external examinations at NIS.



We are also one of two schools in Saudi Arabia to be accredited as a Cambridge Professional Development Centre for Teachers. This means we are accredited to 'teach teachers to teach!'



We are fully compliant with the requirements of the Saudi Arabian Ministry of Education.



COGNIA Report / Accreditation and school Improvement Journey (March 2022)

In 2017, Nada International School (NIS) hosted an AdvancED External Review Team, as part of NIS initial accreditation process. The standards which NIS was evaluated on in the review which led to full accreditation included 1. Purpose and Direction, 2. Governance and Leadership, 3. Teaching and Assessing for Learning, 4. Resources and Support Systems, 5. Using Results for Continuous Improvement

AdvancedEd has now become COGNIA give and overall Index of Education Quality (IEQ) score at the end of the evaluation process. This is the holistic measure of overall performance based on a comprehensive set of standards and review criteria undertaken by the COGNIA evaluation team. The range of IEQ is from 100 – 400. Nada International School 2017 initial accreditation IEQ Scores was 283.59.

In 2022 NIS undertook the five-year review and reaccreditation process, which was based on a new set of standards and framework, including three overarching domains:

1. Leadership (x10 standards)
2. Teaching and Learning (x12 standards)
3. Resources (x8 standards)

Since the initial accreditation NIS had several aspects of school educational provision to develop which were successfully achieved by the five-year review mark. The outcome of the 2022 accreditation review resulted in a significant improvement in the IEQ score with NIS achieving 324.50 overall IEQ score.

The average five year range for all COGNIA evaluated school is 278 – 283 which places NIS in the top category for schools, achieving over 40 points higher than the top average score for all COGNIA schools and an improvement of 41 IEQ points since the last COGNIA evaluation report. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution. The current NIS IEQ score of 324 is well above (49 points) the beginning to reach Impact level.

Strengths Identified from the 2022 review

- 1. School leadership has worked to establish a culture that promotes a shared purpose and core academic values.***

“students who have graduated from NIS have achieved outstanding overall grades recognized through awards from the Cambridge Board. The leadership team of NIS is focused on maintaining this achievement and this focus permeates down through the departments to teachers, students, and parents, who consistently expressed their pride and high expectations”

- 1. Nada International School is a mission-driven institution with a renewed focus on growth, driving change, transformation, and innovation.***

“the Engagement Review Team was impressed by the transformative steps taken by the school...; steps which have led to several impacting evaluations of Standards that are a credit to the NIS school community.”

- 1. The school is preparing students for the future by implementing a rigorous curriculum based on high expectations***

“Evidence served to reinforce the school’s commitment to the rigorous curriculum and assessment set by the Cambridge International Examinations Board”

“The team found that there is support for Qudorat / GAT, which is needed for Saudi Nationals to attain entrance to local universities to be commendable”

Areas for Improvement

- 1. The school lacks the formal processes needed to offer support to learners with special needs***

“Structured and research-based support for students facing cognitive, socio-emotional, or physical challenges would be a welcome addition to the existing services the school”

- 2. The school lacks formal systematic processes to review practices, programs, and plans, with measured goals and timelines.***

“Data should be recorded in a centralized platform that allows for follow-up and progress monitoring long-term”

NIS GENERAL INFORMATION

About NIS

NIS is a dynamic International School, which, through our commitment to developing teaching and learning and establishing a culture of ‘professional learning community’ aims to become a leading private educational establishment within the Kingdom of Saudi Arabia, where excellence is encouraged in all facets of the school.

We provide a modified CAIE based curriculum based on the acclaimed Cambridge Primary / Secondary 1 and Secondary 2 enriched by specialist provision for the Arabic language and Islamic Studies. In order to maximize the opportunities available to our diverse student body, the NIS Board of Trustees took the decision that NIS would offer



students a range of internationally recognized examinations that would be accepted in the maximum number of university destinations. These examinations include IGCSE / AS and A Level. We are also committed to providing a comprehensive sporting and extra-curricular activities program.

In keeping with the international character of the school, our faculty consists of professionals from around the world. NIS is the only school in the Al-Ahsa region that employs significant numbers of fully qualified, internationally trained teachers. Our teachers come from a variety of countries including the UK, South Africa, Australia, Ireland, New Zealand, Lebanon, Jordan, Egypt.



Previously, NIS sought and achieved University of Cambridge IGCSE accreditation, which allowed the school to offer and examine a range of IGCSE subjects. We were also accredited by the British Council as an official examination centre.

Since 2010 our senior students have amazed us with their tenacity and levels of achievement. Our SAT / SAT II examination results were significantly above average in all subjects. In fact, we have large numbers of former students who have globally acclaimed scores. Our first set of IGCSE results in June 2012 proved to be truly outstanding, followed by an equally impressive series of results in subsequent years. The degree of achievement was such that our children are performing as well as those in the highest regarded schools in the Middle East and throughout the world. In fact, since 2012, we consistently and significantly exceed the international averages for IGCSE, across all subjects. University entrance is extremely important to our students.

During the 2011 / 2012 academic year NIS achieved further accreditation, by receiving confirmation from CAIE that we are an approved centre for teaching and examining AS / A Level. We also gained approval from ICDL Saudi Arabia, thus allowing NIS to offer and examine the internationally acclaimed ICDL (International Computer Driving License) to NIS students, staff and the wider community. We also received British Council approval to teach IELTS.

In 2015 - 16 we were accepted to deliver the Cambridge (Primary, Secondary, ICE and AICE) curriculum and associated examinations. We have a sizable number of children who have received awards from CIE for their excellent academic performance, when compared to thousands of students across the region.

During the 2017 - 2018 academic year, NIS took the decision to detach from the British Council and pursue independent centre status with Cambridge Assessment International Examinations (CAIE). This will allow NIS to host all IGCSE / AS and A level examinations at school, rather than travelling to the British Council nominated centre in the city. We feel that this will be a terrific advantage for our students.

As mentioned previously, NIS recently received confirmation that we surpassed all the standards required by COGNIA, in order to be awarded full accreditation. The process of accreditation is rigorous and requires schools to be compared to internationally accepted educational benchmarks.

Every year graduates from G12 leave the school to go to a number of highly regarded universities around the world. We hope to hear that our 2021 / 2022 graduates have experienced similar successes.

School Campus {Outside}

During the last few years NIS has invested heavily in infrastructure, resulting in an



excellent educational environment for our students.

School Campus {Inside}



School Calendar

The school calendar is available to all parents at the beginning of the academic year, and is published on the school website.

[NIS | Term Dates \(nadaschool.edu.sa\)](https://nadaschool.edu.sa)

Nis Academic Staff 2023 / 2024

Executive Leadership Team

STAFF	POSITION	NATIONALITY
Mr. Mohammad	Principal (Boys' School)	Jordanian
Mrs. Hana Dossary	Principal (Girls' School)	Saudi Arabian

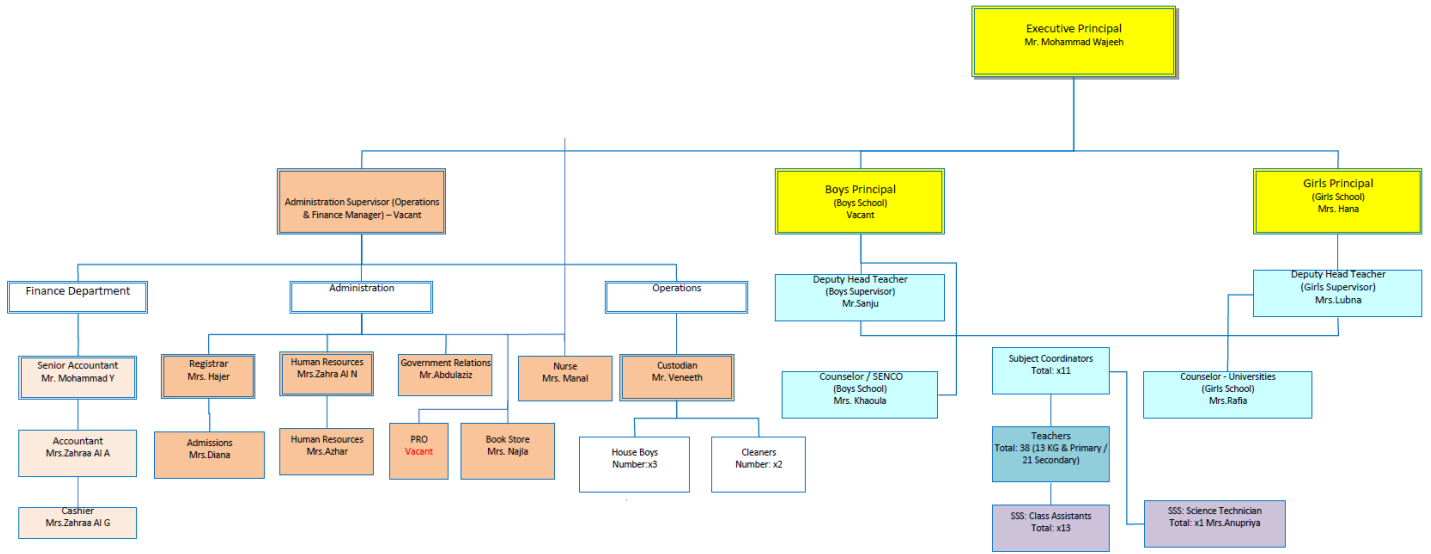
School Leadership Team

STAFF	POSITION	NATIONALITY	SUBJECT AREA RESPONSIBILITY
Mr. Sanju	Supervisor (Boys' School) / CAIE	Indian	Examinations Officer
Mrs.Lubna	Supervisor (Girls' School)	Jordanian	ARABIC, ISLAMIC
Mrs. Nicole	Primary Supervisor	South African	PRIMARY G1 - 5
Mrs. Rebecca	KG Supervisor	Indian	KG
Mrs. Khaoula	SENCO / Careers	Tunisian	SENCO
Mrs. Rafia	Student Counsellor (Girls' section) University Guidance Councillor	Pakistani	ARTS, LANGUAGES
Mrs.Muneera	Coordinator	South African	ENGLISH
Mrs.Sara	Coordinator	Jordan	MATHEMATICS
Mrs. Marwa	Coordinator	Egypt	SCIENCE
Mr.Zuko	Coordinator	South Africa	Computing
Mr. Muhammad S	Coordinator Events / Activities / Field Trips	Pakistani	SOCIAL STUDIES, PE

Administrative Staff

Staff	Position
	Administration Supervisor
Mr. Mohammed Maboob Yousef	Senior Accountant
Mrs. Zahra AlAbdulmohsin	Accountant
Mrs.Zahrah	Cashier
Mr. Abdulaziz Howaish	Government Relations Officer / Bus supervisor
Mrs. Najla Ahmed Alebrahim	Store Keeper / Librarian / Uniform
Mrs.Hajer Al Manea	Admissions and Registration
Mrs. HAjer Al Manae	Admissions
Mrs. Diana Al Attar	Admissions
Mr.Vineeth	Custodian
Mr.Abdul Khader	Nada IT Coordinator
Mr.Noel	SSBS IT support technician

Organisational Chart



The School Day

We follow a 35 period teaching week. The times of the normal school day are as follows: -

NEW SCHOOL DAY TIMING			
KG & PRIMARY		SECONDARY	
STUDENTS TO CLASSROOMS	7:20	STUDENTS TO CLASSROOMS	7:20
START OF LESSON 1	7:40	START OF LESSON 1	7:40
START OF LESSON 2	8:35	START OF LESSON 2	8:35
START OF SNACK BREAK	9:30	START OF LESSON 3	9:30
START OF LESSON 3	9:50	START OF SNACK BREAK	10:25
START OF LESSON 4	10:45	START OF LESSON 4	10:45
START OF LUNCH BREAK	11:40	START OF LESSON 5	11:40
START OF LESSON 5	12:10	START OF LUNCH BREAK	12:35
START OF LESSON 6	1:05	START OF LESSON 6	1:05
END OF DAY	2:00	END OF DAY	2:00

Students are expected to be inside the school grounds by 7.20 am each morning. Unless your child travels to school using school transportation it is the responsibility of the parent to ensure that your child / children arrive at school at the correct time. Children who arrive to school late disrupt the learning of others and miss out on a great deal of information that is given at the start of the school day.

Procedure

When the bell rings at 7.30 am all the gates leading into the school will be closed and locked. Only KG parents are permitted to escort children to classrooms. We do not allow parents, drivers, maids or helpers to remain in classrooms, or the school grounds. Children arriving at school after the 7.30 am bell must report to the administration building and be registered as late. Children who arrive late cannot be allowed into class without registering.

It is not acceptable for children to persistently arrive after classes have begun and disrupt the learning of others. NIS reserves the right to delay entry to class, send the student home in extreme cases, or even refuse entry through the main NFV Gate.

School Contact Details

School Telephone	013 5323338 / 013 5955455
Admissions and Registration	admissions@nadaschool.edu.sa
School Email	info@nadaschool.edu.sa

Useful Extension Numbers

Transportation	Mr. Abdulaziz	334	Supervisor (Boys) / Exams	Mr. Sanju	308
Accountant	Mr. Mohammed	335	Supervisor (Girls)	Mrs. Lubna	305
Cashier	Mrs. Zahra	337	Coordinator (Primary)	Mrs. Nicole	302
Admissions	Mrs. Hajer	333	Student Counsellor	Mrs. Rafia	306
Coordinator (ELC)	Mrs. Rabeca	311	SENCO / Careers	Mrs. Khaoula	303

Student Attendance

Context:

At Nada International School we aim for the goal of 100% attendance, for all children. Every opportunity will be used to convey the importance of regular, punctual attendance to students and parents. Our school is committed to providing the best possible quality education to all learners. In order to achieve this aim, regular, punctual school attendance is vitally important. **Parents should be aware that the Ministry of Education mandates high levels of student attendance.**

Introduction

When school is in session, NIS expects all children on roll to attend every day, providing they are fit and healthy. We do all we can to encourage the children to attend and to put in place appropriate procedures to encourage punctuality and high levels of attendance. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children. We will reward those children whose attendance is very good. The school is responsible for making sure attendance registers and records are kept accurately on daily basis, as per MOE requirements. **If your child is sick or not going to be in school for any reason please ensure you notify the school on the day they will be absent.**

Definitions

Authorised Absence: An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received verbal or written notification from a parent. Only school can authorise a child's absence. There are very few reasons why absence may be authorised:

Examples of authorised absences. At NIS authorised absence falls into six major categories. These are:

1. **Short Term Illness (5 days or less)** - When a student is unable to attend school due to an illness, formal notification is required from the parent {via email or phone} or a physician's medical certificate documenting the illness. (All notes and notifications should be sent directly to the respective Student Counsellor (Mrs. Rafia Girls 4 – 12 and all KG to G3 students, or Mrs. Khaoula Girls 4 – 12)
2. **Chronic / Extended Illness (more than 5 consecutive school days)** - For students who are absent because of a chronic / extended illness, or a temporary disability, documentation from an authorised and accredited physician must be provided – parents who are physicians cannot provide notes for their own children. (All notes should be sent directly to the respective Student Counsellor (Boys KG – 12 or Girls KG – 12) **
3. **Pre-arranged Appointments** - For appointments with the court, foreign embassies, international examinations {for students} or other state agencies and appointments with health care providers, **official documentation must be presented to the school.** (All notes should be sent directly to the respective Student Counsellor (Boys KG – 12 or Girls KG – 12)
4. **Family Death or Emergency** - For absences because of a death in the family or an emergency beyond the family's control, the parent must notify the school and provide documentation to support the absence. (All notes should be sent directly to the respective Student Counsellor (Boys KG – 12 or Girls KG – 12)

5. **Religious Observances** - Absences as a result of observances of religious holidays should be pre-arranged by the parent, with the Boys' or Girls' Principal. **Please note that Umra cannot be taken during school time.** (All notes should be sent directly to the respective Student Counsellor (Boys KG – 12 or Girls KG – 12))
6. **Exceptional Circumstances** - The Boys' and Girls' Principals (G4 -12) or Primary Supervisor (KG – G3) may approve pre-arranged absences where situations suggest that the circumstances are in the best interests of the student and the immediate family. (All notes should be sent directly to the respective Student Counsellor (Boys KG – 12 or Girls KG – 12))

Where a parent fails to adhere to the above or where the reason for absence does not fall within the above, absences may become unauthorised. In all cases of absence related to items 2 – 6 supporting documents are required by the school in order to ascertain the type of absence. Failure to provide documentation automatically renders an absence unauthorised.

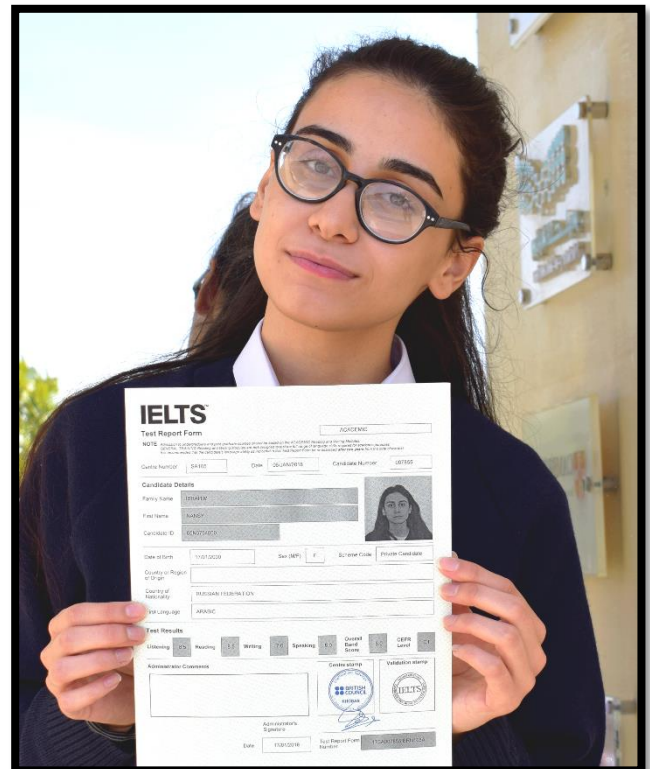
***Doctors / parents who elect not to take their children to a hospital or clinician and opt for 'home treatment' cannot expect their children to be considered for authorised absence of more than 5 consecutive days.*

ATTENDANCE + ATTITUDE = ACHIEVEMENT

Unauthorised Absence: An absence is classified as unauthorised when a child is away from school without the permission of **both** the school and a parent.

Examples of unauthorised absences

- a. All absences not covered on the previous page {19}.
- b. All absences not notified to the school.
- c. Family vacations / day trips (not organised by the school).
- d. Revising for examinations or attending 're-sit examinations'
- e. Looking after brothers and sisters.
- f. Being tired.
- g. Absence because the student did not feel like going to school.



1. If a Child is Absent

When a child is absent unexpectedly, the class teacher will record the absence in the register and will inform the school office. The office staff will endeavour to ascertain the whereabouts of each missing child. If there is any doubt about the whereabouts of a child, the School Registrar will telephone the parent, in order to enquire about the student's absence. **However, it is the responsibility of all parents to notify the school if their child is going to be absent.**

2. Requests for Leave of Absence

We believe that children need to be in school for all sessions, so that they can make the most progress possible. However, we do understand that there are extenuating circumstances where a parent may legitimately request leave of absence. In this case, we expect parents to contact the school principals in writing at least a week in advance seeking approval. In the formal request, the parents must explain the reason the student has to be absent, duration of time and include all necessary documentation to support their request. School principals will then approve/ reject the parent request and reply formally by email/ Engage message to the parent. In case of approved absence, the school principal will inform the form tutors/ class teachers in order to provide support to the students during the time they are absent as per the policy. The form tutors/ class teachers will inform the rest of the absent student's teachers to support.

Please note that there is no entitlement to holidays for children within term time, assessment time, examination weeks. Early departure at the end of year is considered unauthorised absence and recorded on reports.

3. Repeated Unauthorised Absences

If a child has a repeated number of unauthorised absences, the school will send a letter home asking the parents to explain the absence. If a satisfactory reply is not received the parents will be asked to visit the school and discuss the problem. If the situation does not improve, the school will then reserve the right to consider taking other actions, which may include reviewing the student's enrolment for the next academic year.

4. Attendance Targets

The school sets attendance targets each year with the aim of reducing our absence total (authorised and unauthorised absences) every year. The targets are challenging yet realistic. Attending class is essential for academic success. All students are expected to attend a minimum of 95% of all scheduled class time unless an absence is authorised under this policy. **Students with more than 10% none attendance would be reviewed for enrolment for the next academic year, and could be referred to the Ministry of Education.**

5. Early Departures from School

Unless there is an emergency, parents are requested not to ask for their children to be allowed to leave the school early. The School Management reserves the right to refuse parental requests for early departures.

Children can only be released early from school for pre-arranged appointments such as medical and embassy visits. **These appointments must be verifiable through documentation.** If as a parent there is an **absolute necessity to take your child early from school**, the following procedure must be followed implicitly.

- a) The parent must inform, via phone or email, admissions Office 24 hours in advance and supply her with a copy of the appointment card / confirmation 24 hours in advance. Admissions Office is the only person who can be contacted regarding such issues. Parents must not approach any other member of staff to seek permission for such early departures.
- b) Admission Office will inform the Principal / Executive Principal depending on availability. Only they will take the decision whether a child can 'leave early'. We reserve the right to refuse to allow children to leave if either this procedure is not followed or the reasons do not constitute 'an absolute necessity'.

- c) In cases where parents fail to follow this procedure, or who fail to provide a documented legitimate reason for taking children from school early, requests will be denied and the child / children will be required to stay at school.

Cases where parents wish to travel for the weekend, go on vacation or attend family events will not be considered as acceptable.

6. Early Leaving and Early Report Cards {End of the Year / End of Term}

Only extreme and extenuating circumstances would allow children permission to leave school before the final day of the school year. Examples of acceptable reasons include final exit from The Kingdom or a severe and unavoidable emergency. NIS does not permit students to leave early for reasons such as weddings, early holidays, attending events with parents etc. Report cards will reflect the attendance including unauthorised absence. Report cards at the end of the term / year can only be issued on the due dates after all fees and invoices are cleared, unless there are proven and documented extenuating circumstances. Report cards can only be issued once all school fees have been settled.



7. Student Absences & Work Provision

- a) **Family vacations during term time are not permitted or advised.** NIS does not support children missing school during term time. However, we understand that the timing of vacations is dictated by employers. **Families who take any type of vacations during term time will not be provided work, homework, revision or extra catch up lessons by any teacher.** The only assistance provided in such cases is the subject syllabus, which is available on the school's website for the curriculum content that will be covered during the period of absence. Teachers will not provide worksheets and will not be required to mark work when absence is due to a vacation. In such circumstances the responsibility for learning rests exclusively with the student and parents. As per CAIE regulations the EOT Examinations or Assessments cannot be altered or reduced to take account of student absence. The onus is on the student and the parent to ensure that all the work missed is covered and full responsibility for this rests with them alone.
- b) Students with short – term authorised absences can be provided with work and the teacher will post this for the student on MS TEAMS.

- c) Students with long – term authorised absences will be reviewed on a case by case basis, by the Boys' / Girls' Principal or Executive Principal, after consulting coordinators and faculty. Provided sufficient evidence is in place for the authorised absence students will have their work posed by teachers on either MS TEAMS or Show my homework.
- d) Students with unauthorised absence will not be provided with directed teaching to support what they have missed but will be expected to catch up on what they missed in their own time.
- e) **In exceptional circumstances** (as determined by the Girls' / Boys' Principal or Student Counsellors, NIS teachers may be required to provide work, and will accept the work they set from absent students to be marked.)
- f) **IMPORTANT NOTE:** - Missing any official CAIE Examination session will subject the concerned student to the stringent and strict CAIE Regulations. NIS cannot influence this matter in any way.

8. Special Consideration - Student Absences & Formal Assessments {Tests / Examinations for report cards}

CAIE requires the school to “ensure that no unfair advantage is given to in an exam or assessment” {Section 5.6 – CAIE Handbook} and that the “special consideration must not interfere with the integrity of the assessment.” {Section 5.5 – CAIE Handbook}. Therefore, in order to prevent such reoccurrences NIS has taken internal measures to prevent this. Additionally, the policy below will be followed:-

9. Special Consideration Requirements

- a) *NIS will allow individual children to re-sit their missing assessment due to absence if they provide an official document to proof the legitimacy of their absence on their first day back to school. In the vast majority of cases this official documentation should be a hospital stamped medical report, which cannot be issued or signed by the parent of the child concerned.*
- b) *However, NIS reserves the right to refuse this 'special consideration' in cases where the child frequently misses days where assessments are due to take place. In such cases the child will receive 'zero' for the missed assessment.*
- c) *The parents of children with patterns of missing assessments, tests and examinations will be required to have a formal meeting with the NIS Boys / Girls Principal to review the situation. This will be documented in the file of the student. At the discretion of NIS Management such cases maybe referred to the Ministry of Education.*
- d) *In cases where any breach of CAIE rules are confirmed, where a child seeks, obtains, receives, passes any material relating to and assessment, all involved parties will receive a minimum of 'zero' for the concerned assessment. In such cases, NIS reserves the right to give a 'zero' grade on the report card for the whole term in the subject where examination malpractice is proven.*

9. Additional Measures to Promote Assessment Integrity

- All assessment and test papers are amended every year to avoid cheating.

- No assessment discussion / feedback will take place until all students finish their tests including the absent students (discussion within the department).

Promotion and Retention

NIS has a promotion and retention policy. All students must fulfil several requirements in order to be promoted to the next grade level.

Promotion Requirements

If a student fulfils all the requirements below, he / she will be promoted to the next grade level:

Attendance requirements

- To be considered for promotion, all NIS students from Grade 1 through grade 12 must maintain a minimum of **90%** attendance for the school year. *Cases where attendance is an issue will be referred to the Ministry of Education.*

Academic Requirements

- All students of Pre-K– Grade 3 will be considered for automatic promotion.*
- Students of Grades (6 – 9) who successfully receive a grade of "E" or above for the end of Term 3 result for all timetabled subjects are to be considered for automatic promotion to the next grade level.
- If a student has performed below the required level they will be given the opportunity to re-sit school based assessments to determine if they can be promoted or if they would benefit from repeating the year or seeking an alternative curriculum.
- All students of Grades (9-12) will be considered for automatic promotion.*
- G10 students will only be allowed to undertake AS level subjects in G11 if they secure a minimum of C in the IGCSE in the same subject.

Retention Conditions

Attendance requirements

- Students who fail to meet the minimum attendance requirements will be recommended for retention.*
- ELC students are excluded from this rule.*

Academic Requirements



- Students of Grades (3 -8) who get an (F) for the end of Term 3 result for all three Core Academic Subjects are to be considered for retention.

Core Academic Subjects (Grade 1 – 8)

1. English Language / Mathematics / Science

Limit of Retention

A student may not be retained more than once in the same grade and no more than twice during their period of education at NIS, unless approved by the Executive Principal. If a student is still functioning significantly below their respective grade level after two retentions, the student’s place at school will be reconsidered.

**Extremely weak and low performing students, when compared to the year group / cohort, will be decided case-by-case within the Principals’ discretion.*

INTERVAL AND LUNCH

According to the globally acclaimed works of Piaget (1962) and Vygotsky (1971) an important part of the learning process is socialisation. The socialisation process with children is primarily achieved through play and peer interaction. This is particularly important within a country like Saudi Arabia, where opportunities for child socialisation are limited. Hence, NIS promotes the use of interval and lunchtime for the purposes of “Play Time”. Weather permitting, NIS expects children to play outside, at interval and lunchtime. In international schools this is common practice throughout the GCC.

Precautions

Teachers will encourage children to consume sufficient amounts of water throughout the day. We encourage you to ensure that your child has a refillable water bottle at school, which can be used during lesson times. It is recommended that all children from KG to Grade 5 wear a sunhat when outside playing. **Parents are required to ensure that their children are suitably prepared to be outside.**





Indoor Break Arrangements

If the temperature, humidity, rain or wind reaches an unacceptable level, the respective School Principal or Primary Supervisor will use his / her professional judgment and declare an 'Indoor Break', when all students will be required to remain inside during interval / lunchtime, where they will be supervised by staff.

Piaget, J (1962) "Play, Dreams and Imitation in Childhood." Norton, New York:
Vygotsky, L.S. (1971) "Mind in Society: The Development of Higher Psychological Processes." Cambridge, MA: Harvard University Press

SCHOOL UNIFORM

NIS students are required to wear school uniform and school PE kit. All items can only be purchased from NIS. Only items of clothing (not footwear) specifically designed for NIS, and issued by school are acceptable. No other items, purchased from any other sources, are permissible. The uniform requirements are as follows:

BOYS	GIRLS
White shirt with embroidered logo ¹	White shirt with embroidered logo* ¹
Grey long trousers / shorts ¹	Grey long trousers ¹
Black shoes ¹	Black shoes ¹
School tie ¹	School tie ¹
School Jumper (KG1 – G12 - Winter) ²	School Jumper (KG1 – G12 - Winter) ²
School PE shirt, with embroidered logo ¹	School PE shirt, with embroidered logo ¹
School PE trousers / shorts ¹	School PE trousers / shorts ¹



If you wish your child to wear shorts instead of school trousers please ensure that your child has either grey, black or white socks.

¹ = Mandatory items ² = Optional items

**To preserve modesty girls may wear a plain white, short – sleeved tee shirt under the school shirt. No other colour is permissible. Shirts with pictures / logos visible under the school shirt are not permitted.*

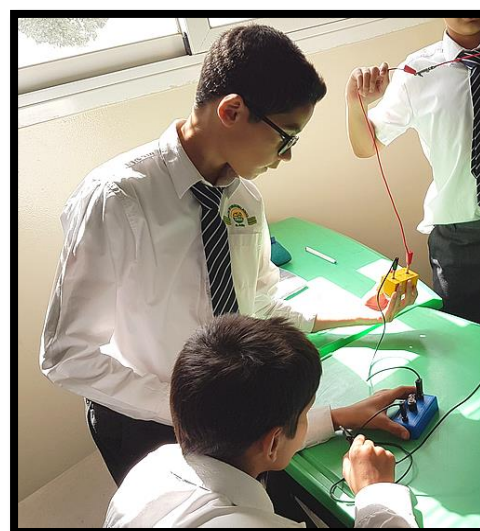
STUDENTS SHOULD BE IN SCHOOL UNIFORM FROM THE FIRST DAY OF THE SCHOOL YEAR. IF A CHILD DOES NOT HAVE UNIFORM OR THEY HAVE OUTGROWN UNIFORM IT SHOULD BE ORDERED IMMEDIATELY AFTER RETURNING TO SCHOOL. CHILDREN WHO FAIL TO COME TO SCHOOL IN UNIFORM WILL BE SUBJECT TO DISCIPLINARY ACTION, AND COULD BE SENT HOME.

Footwear for Boys

NIS students must wear sensible footwear, suitable for school and purpose. Due to many buildings having vinyl or marble floors wearing football boots inside is prohibited. This is for both health and safety reasons and to stop floors being unnecessarily damaged. Boys who cause damage to floors through failing to bring an appropriate change of shoes, will be deemed liable for any damage.

Footwear for Girls

The foot must be completely enclosed a full shoe. Shoes with slender or high heels are expressly forbidden, as they are extremely dangerous in buildings with marble floors. Sandals and flip-flop type shoes are totally unsuitable for school. If you need further clarification please see your child's Supervisor, so that expensive mistakes can be avoided.



Uniform Checks & Hygiene

Students are also expected to maintain an appropriate level of personal hygiene. NIS staff will make regular uniform checks during the day. Students who fail to wear the school issued uniform or who attend without wearing uniform will be denied access to classes, and in the most severe cases sent home.

Make-Up

NIS considers the wearing of make-up, including nail polish, to be inappropriate for school. Students who wear make-up or nail polish to school will be required to remove it. Repeat offenders and students who refuse to remove makeup / nail polish will be subject to further follow up action.



Jewellery

NIS considers wearing excessive jewellery to be inappropriate. There is the potential for long earrings, sleepers, rings, bracelets, etc. to be caught on other children's clothing and cause injuries. NIS recommends only studs be worn to school.

- 1) Girls: - A wrist watch and one small pair of STUD STYLE earrings should be visible.
- 2) Boys: - A wrist watch only.

Younger children should not wear jewellery as it is easily lost. Excessive or inappropriate jewellery will be confiscated and returned to the parents at the end of the week. Students who refuse to hand over undesirable items to NIS staff when requested will be subject to follow up action. All jewellery worn at school is the sole responsibility of the student.

NIS accepts no liability, whatsoever, for any lost / misplaced or stolen jewellery items.

Student Hairstyles

While recognising that although each student will wish to wear her/his hair in an individual style, NIS is not prepared to accept extreme hairstyles. The school reserves the right to make the final decision on what constitutes an extreme hairstyle (EG – Mohawks, bald cuts, dreadlocks, images / words and symbols in the hair). Students who attend school with extreme haircuts will be sent home, and will not be allowed to enter school / classes until their hair conforms to school policy. In such cases the school will not provide work at home for the student.



Undesirable Items

In accordance with NIS Policy, **mobile phones are not permitted at school.** Mobile phones must be switched off and stored in the school bags all during the school day. This policy is in place to promote a focused and distraction-free learning environment for all students. **Students are allowed to use laptops, tablets, personal Internet devices, and cameras/video under the supervision of teachers during scheduled lessons.** These devices must be switched off at all times outside of lessons. Failure to comply with this policy will result in the confiscation of the device, which will only be returned to the parents after the confiscation period is over.



We understand that students may need to make or receive emergency calls, but this should be done after school and outside the school campus. Emergency calls must be made through the school office. Parents are requested not to contact their children on their mobile phones during the school day. Please contact Mrs. Rafia (Girls – KG-12) or Mrs. Khaoula (Boys – KG– 12) if you need to pass a message to your child.

Items which should not be brought into school include:

- Mobile phones, iPods, MP3, CD Players,
- laser pens,
- electronic games
- Items of clothing bearing political/ religious logos
- Excessive jewellery
- Permanent marker pens
- Corrector fluid
- Any form of weapon
- Chewing gum
- Lighters or matches
- Cigarettes or any smoking paraphernalia
- Baseball hats / hoodies / woollen hats (worn in class or in the school building)
- Deodorant sprays and perfumes, makeup

NOTE

A) Students who refuse to hand over undesirable items to NIS staff when requested will be subject to further follow up action.

B) The misuse of such items, during school time or on the school buses, shall result in further disciplinary action.

*** This includes school events, after school activities, after school classes and field trips.*

Sickness & Physical Education

Children who are sick or injured and cannot take part in a Physical Education lesson:

- The child should provide a letter, written by a parent, to excuse them from the lesson
- During the school day, the student should provide a note from the respective Supervisor (only) to excuse them from the lesson.

Unless it is deemed by the school to be detrimental to the student's health, he/she will be required to attend the lesson. Alternative classes will not be considered.

Changing

On the day / days when your child has Physical Education they are expected to come to school wearing their PE kit. NIS currently has very limited facilities for changing but changing can occur in the boys or girls bathrooms area in block 5 and 6.



Books and Equipment

Textbooks & Library Books

NIS students will be issued with textbooks and library books. These are issued on a loan and return basis. The text books and library books remain the property of the school, not the student. Students are responsible for returning all text books at end of the school year, and all library books at the end of the stipulated loan period, in same condition (minus normal wear and tear) as the when the book was received.



Students must

- Carry the books to and from school in a secure school bag
- Keep books away from food and beverages.
- Make sure that food and drink brought to school in bags cannot contact with the books, in the event of a spillage.
- Keep books away from younger brothers and sisters, who can damage or draw on the book.
- Keep books away from pets.
- Make sure that their hands are clean when handling books.
- Use a bookmark instead of folding page corners.
- Designate one secure area in the home to store books and library books

Students must not

- Write on / in the books in any way
- Remove any pages from the books
- Deface the covers of the book

If a student returns a book in an unacceptable condition they will be liable for the full replacement. It is the parent responsibility to check the books at the start of the year and communicate any issues pertaining to its condition. Official school documents will not be released until FULL new replacement

payment is received. The texts that we currently use in school can range from US \$20 – 150 per copy, depending on the grade level / subject. All Library books must be handed in to the Librarian before the final examinations in Term 3. All text books must be handed in after the Term 3 End of Year Examination of that subject. This is the responsibility of the students.

Unfortunately obtaining text books from reliable source within Saudi Arabia is a somewhat challenging task. For this reason we are unable to sell additional copies of text books to student

Lost Property

Parents have the responsibility to ensure that all items of school uniform and equipment are clearly labelled with the name of the child and their grade level. Items that are found with these labels will be returned to the student when located. Unmarked items will be placed in "Lost Property" located in the Boys' and Girls' buildings. The lost property will be displayed at Parent Teacher Conferences and at the end of each term. Unfortunately, items that are left at the end of each term will be discarded.

Student Contact Details

Parents have a responsibility to ensure that all contact details including home address, address in KSA, telephone numbers (including cell phones), and email addresses are up to date at the school. The school admissions team must be informed directly of any changes of contact details as soon as it is practically possible.

Student & Parent Documents

Each year parents are responsible for submitting the following documents to Admissions Office in Administration:-

- a) Updated copies of passports {Father – Mother – each enrolled child}
- b) Updated copies of the Iqama {Father – Mother – each enrolled child}
- c) Updated documents showing the full details of the sponsor, in the form of a letter from the Company the father works for. This should be issued on 'letterhead' from the HR Department of the concerned company.
- d) Updated emergency contact information other than parents (Within and outside of the Kingdom for non KSA students)

Student Details - Confidentiality

NIS will not release either academic or personal details to unauthorized parties. Please do not ask us for contact numbers or information pertaining to the children of others, or the personal contact details of staff. We cannot release such details.

Student Equipment

At the beginning of each year NIS will provide all parents with a full equipment list for particular grade level. This can be located on the NIS website at

<http://www.nadaschool.edu.sa/parents/stationery.html>



HEALTH, SAFETY & SECURITY

The NIS Health & Safety Team

NIS takes the wellbeing of our students very seriously. Hence, we have dedicated staff who deal with matter associated with Health, Safety and Security.

- **Mrs. Hana Dossary** – Is the person in charge of Health and Safety for emergency evacuation, NIS Cafeteria, NIS Car Park (MOE / MOH related issues for clinic).
- **Nurse Jean** – Is the school nurse and deals with many day to day matters

Nada compound also provides support and dedicated services for Fire, Medical and Security.



Student Health

NIS takes the subject of Health & Safety extremely seriously. It must be emphasised that parents have certain responsibilities in this area. Primarily these are

- To ensure that the school is kept fully up to date in writing regarding all medical conditions that could have an impact on student performance at the school (example – diabetes, ADHD, hearing disorders, sight problems, severe allergies etc).
- To ensure that children who are diagnosed as medically unfit for school remain in the home, particularly if the child has a communicable disease that could be transmitted to other children.
- Parents of newly enrolled children should be aware that the failure to disclose a serious medical / behavioural condition when enrolling could lead to the place of the child being revoked.
- NIS reserves the right to immediately cancel the place of a newly enrolled student, if it is proven that the parents failed to disclose a medical condition or behavioural problem, which the school is unable to support.

Medication



ALL MEDICATION FOR CHILDREN SHOULD BE SENT TO THE SCHOOL AND GIVEN TO THE SCHOOL NURSE, WITH CLEAR WRITTEN INSTRUCTIONS REGARDING THE DOSAGE AND FREQUENCY FOR YOUR CHILD'S CONDITION.

PARENTS SHOULD BE AWARE THAT THE NIS NURSE CANNOT GIVE MEDICATIONS ASSOCIATED WITH FEVER SUPPRESSION OR IN CASES WHERE COMMUNICABLE DISEASES ARE INVOLVED.

WHEN SHOULD I KEEP MY CHILD AT HOME?

According to The American Academy of Paediatrics (2010) children must be kept home from school if any of the following conditions exist... (Extracts taken)

- A child with any signs of severe illness, including fever, irritability, difficulty breathing, crying that does not stop with the usual comforting, or extreme sleepiness should not be sent to school.
- A child with diarrhoea or stools that contain blood or mucus should not attend school.
- A child who vomits twice or more in 24 hours should not attend school.
- A child with mouth sores and drooling should not attend school, unless a physician has formally cleared them to do so.
- A child with fever or rash or a change in behaviour should not attend school, unless a physician has determined that the problem is not caused by an infectious disease. Children with undiagnosed rashes are not allowed in school. Children with a thermometer measured temperature of 100 degrees Fahrenheit (approx. 38 Celsius) must not be sent to school. Any fever within the past 24 hours indicates the need to stay home.
- Fever is an important and indicative symptom; when it occurs with a sore throat, the earache, nausea, lethargy, or a rash, your child may be infected with a contagious and communicable disease. Most paediatricians advise parents to keep children home during the course of a fever and for an additional 24 hours after the fever has passed (without giving fever-reducing medicine). A doctor should be consulted for a diagnosis. A doctor should see children with fever and rash.
- A child with conjunctivitis or "pinkeye" may



not attend school without being examined, treated, and approved for readmission by a physician.

- A child with impetigo may not attend school until 24 hours after beginning antibiotic treatment and until the child no longer has a fever. Be sure to cover any lesions.
- A child with strep throat may not attend school until 24 hours after beginning antibiotic treatment.
- A child with head lice may not attend school until the first treatment has been given.
- A child with scabies may not attend school until a minimum of 24 hours after treatment.
- A child with chickenpox must remain out of school until all blisters are dried and crusted, which is usually after about six days.
- A child with pertussis (whooping cough) must remain out of school until five days of antibiotic treatment have been completed. (Treatment is to continue for a total of 14 days.)
- A child with mumps may not return to school until nine days after the swelling begins.
- A child with measles must remain out of school until four days after the rash begins.
- Any child with Covid symptoms must not attend school



A child who is ill should be given the opportunity to rest and recover from illness before returning to school. Sick children should be kept at home to prevent the spread of illness in the school community and facilitate a speedy recovery. If a child is sent to school with clear symptoms of being sick / illness then the parents will be contacted and required to come and collect their child.

Evacuation Procedures

The school regularly practices evacuation drills during the course of the academic year, under the supervision of the School Management and the Nada Security. During the course of an academic year there are regular scheduled and unscheduled drills. Details of these scheduled drills will be routinely published in the NIS Newsletter. These drills are of vital importance in ensuring that the NIS school community is well prepared for a potential emergency situation. It is essential that parents make their children aware of the need to cooperate in full when NIS holds an emergency drill, plus the need for the students to take the drills extremely seriously.

Safety and Security

NIS prides itself on being one of the most secure schools in Saudi Arabia, where safety and security are of the highest priority. The school is located within the highly secure Nada Farm Village, which is part of the Al-Othman Industrial Estate. To ensure the highest levels of security and prevent unauthorised access, the Al-Othman Group Security will insist on each parent registering their vehicle / vehicles with the school and obtaining a "Car Pass" in order to access the school parking area. Without this "Car Pass" you will not be allowed to drive into the compound.

At the end of the school day NIS has a specific routine to allow children to exit the school in a safe and orderly fashion.

Only bus students and staff departing on buses will be allowed to use the main gates, until the buses have gone. Parents are not allowed to use this gate at all until the buses have departed.



We would appreciate your full cooperation in this matter. This routine takes approximately 5 - 10 minutes to complete. We request your patience to ensure that all students are dismissed from school safely.

Please could you make sure that duty staff and Nada Security are treated with respect and courtesy! Their instructions must be followed at all times.

At the beginning of the year, we would ask parents to be patient regarding the dismissal of students at the

end of the school day, as it is imperative that we train children regarding departure procedures and which buses they need to go to. This takes time with young children.

STUDENT SAFETY {Private Transport – Parents / Drivers}

Parents who elect to transport children to the school either personally or with a private driver are reminded that they should collect the children each day. At 14:10, KG1 – 2 parents should collect their children from the ELC Department. Parents or drivers of other grades should meet their children on the artificial turf at the side of the Administration Building. **You should not allow your children to go to the carpark unaccompanied, under any circumstances.**

- All private transport children must use the gate designated for private transport collection. They cannot leave via the main gate, the compound gate or the school Administration Building.
- Once children leave the school gate, **parents / drivers should take great care.**
- **This is the responsibility of either the parent or private driver. NIS does not hold any responsibility in this regard.**
- All children should be escorted by parents / drivers to their respective vehicles.
- **Children should not be told to find the car alone, or to wait in the parking area. After passing through the back gate, the children are the responsibility of the adult who collects them, not the school.**

Emergency Procedures (For School Closure)



In the event of an emergency during non-school hours, families will be contacted by telephone, SMS or email. In the event of an emergency during the school day, it may be necessary for all families to be contacted quickly by telephone or SMS. Please be aware that the KSA Authorities sometimes delay the announcements of school closures until the last minute. This usually occurs as a result of either rain, sandstorms or Royal Announcements. You should also look at the 'Notices' banner on the school website for information.

Visitors Car Parking

Parking is available in the main car park at the beginning and the end of the school day. Please make every effort not to obstruct access routes. During this period NIS is assisted by security staff from the Nada Dairy. Parents visiting the school are requested to follow the directions of security personnel at all times. **Failure to comply with these instructions could result in the Director /**

WHEN VISITING THE SCHOOL PARENTS MUST PARK ONLY IN DESIGNATED CAR PARKING AREAS AND MUST ALWAYS ACT UPON THE INSTRUCTIONS OF NIS STAFF / SECURITY STAFF IN THIS REGARD.

Deputy Director of Security limiting parental access to the Nada Farm Village.



Visitors Car Parking - Guidelines

These guidelines are meant to maximize the safety of all visitors, parents, children, and staff at NIS. We must insist on full cooperation from all parents, guardians and drivers. Parents, guardians and drivers are reminded that they are completely responsible for the safety of their children and hold a duty of care children in the car park and they should be closely supervised at all times.

- A 10 km/h speed limit applies to all areas of the NIS carpark and roads leading into / out of the carpark.
- All drivers must exercise extreme care and attention when driving and maneuvering in the car park.
- Parents, guardians and drivers must only park in areas designated by Nada Security.
- Access for emergency vehicles must be maintained at all times.
- Users of the school car park do so at their own risk. NIS will not accept responsibility for damage, accident or loss to vehicles or contents.
- Parents, guardians and drivers and are **not permitted** to drive to, or park on any part of the road directly in front of the school Admin Building.
- All users of the NIS car park are requested and required to be polite and courteous at all times. Please give consideration for other users of the car park.
- Children who reside in the NFV Compound are permitted to ride bicycles and scooters to school, but they are required to leave these items at the NFV gate, in such a way that it does not obstruct pedestrians.

- In the event of any incident in the NIS car park, NIS Management and Nada Security will review the situation with a view to taking appropriate action. This may result in the withdrawal of the right to park on the school site for the individual(s) concerned.
- Use of the NIS car park will be regularly reviewed. Parking on the school site is a privilege and not a right. This may be withdrawn by the NIS Management if they feel that the safety of the children is being compromised by inappropriate use of our car park.

THE CURRICULUM, LEARNING AND CLASSROOM MANAGEMENT

Cambridge
Primary

Cambridge
Secondary 1

Cambridge
ICE

Cambridge
Secondary 1
Checkpoint

Cambridge
IGCSE

Cambridge
AICE

Cambridge
International
AS & A Level

The NIS Curriculum


NIS supports the view that a broad; balanced, relevant, motivational and purposeful curriculum as one of the key factors in providing a high quality education. A comprehensive curriculum should

- Build on experiences, skills, interests, knowledge and understanding of students.
- Motivate students.
- Use assessment as a tool for enhancing learning.
- Be responsive, dynamic and flexible.
- Have explicit curriculum objectives.
- Strive for equal opportunities and cultural diversity.
- Create and maintain an exciting and stimulating learning environment.
- To provide opportunities for students to celebrate success and achievement.
- Allow students to access a range of further / higher education institutions.



Cambridge Primary & Secondary at NIS

The compulsory age of schooling throughout the Middle East is 6 years old. High school students typically graduate in the year they turn 18, after 12 years of schooling. The Cambridge program is designed for 13 years of schooling starting from the age of 5 years old. Having considered the nature of the curriculum and our students NIS has decided to adopt the following method of implementation. *

GRADE LEVEL (Age)	Cambridge Stage	Assessments
KG2 (5-6)	Cambridge Primary 1	Cambridge Progression Tests 
G1 (6-7)	Cambridge Primary 1	
G2 (7-8)	Cambridge Primary 2	
G3 (8-9)	Cambridge Primary 3	
G4 (9-10)	Cambridge Primary 4	
G5 (10-11)	Cambridge Primary 5	
G6 (11-12)	Cambridge Primary 6	
G7 (12-13)	Cambridge Secondary 1*	IGCSE Examinations (June)
G8 (13-14)	Cambridge Secondary 1*	
G9 (14-15)	Cambridge Secondary 2 - IGCSE	
G10 (15-16)	Cambridge Secondary 2 - IGCSE	
G11 (16-17)	Cambridge Secondary 2 - AS Level	
G12 (17-18)	Cambridge Secondary 2 - A Level	A Level Examinations (June)

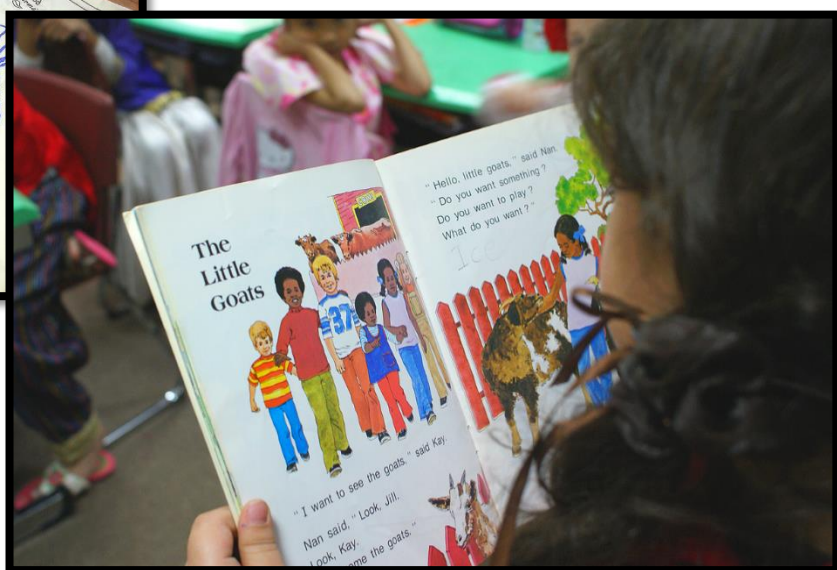
*Cambridge Secondary is adapted and condensed into G7 and 8



as a tool, which a professional teacher may or may not select as the appropriate medium for achieving a given curriculum objective.

Many internationally renowned researchers including Hattie (1999), McBer (2000), Muijs & Reynolds (2000) and Alton - Lee (2003) advocate that

A balanced curriculum cannot be achieved by simply following a single text book, which promotes the rote learning of chapter after chapter. This type of learning style is not advocated by international research, nor is it conducive to high levels of achievement or engagement. A text book should be viewed



children make the most progress with their learning when they are **actively involved** in a **variety of learning activities**, which are motivational, reflect the interests / experiences of the students, when exposed to a wide range of teaching styles.

- Alton-Lee, A (2003), 'Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis'. Wellington, NZ. Learning Media Limited
- Hattie, J (1999) 'Influences On Student Learning' Inaugural Lecture: University of Auckland, August 2 1999.
- McBer, H (2000) "Research into Teacher Effectiveness: A Model of Teacher Effectiveness." London, UK. Hay Group.
- Muijs, D and Reynolds, D (2000), 'Effective Teaching: A Review Of The Literature.' Exeter, UK: University of Exeter.

Learning – What Makes a Difference?

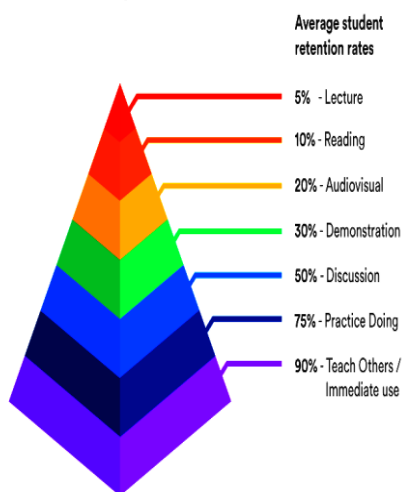
Some examples of things you should encourage your child to do to be successful learners:

- Excellent attendance.
- A positive can do attitude towards learning.
- Learning from mistakes and being determined to overcome challenges (Growth mind-set).
- Good behaviour.
- Being punctual.
- Concentrating fully and participating in class.
- Seeking feedback and support when needed.
- High levels of sustained effort.
- Classwork and homework completed diligently.
- Revision taken seriously.
- Making use of technology.
- Seniors {G10 – 12} must attend all scheduled after school classes.

Learning Processes

Children learn in different ways, and progress at varying rates. The learning process is maximised when children are exposed to a variety of learning situations. These include:

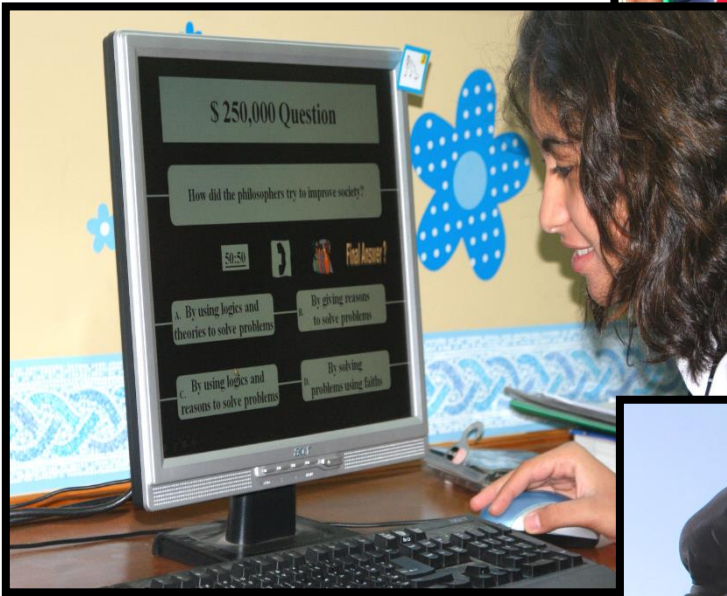
Learning Pyramid



- Investigation and "hands on" experiences.
- Practical experimentation.
- Speaking / listening.
- Observation.
- Asking questions and being questioned.
- Role play / drama.
- Using imagination.
- Repetition.
- Problem-solving.
- Learning from mistakes (including reviewing assessment tasks).
- Trial and error.
- Conversations about their progress and setting challenging, but achievable targets.
- Where possible, marking work with children and writing meaningful comments.

Learning Styles

Children learn in many different ways. Resultantly, it is imperative that teacher / curriculum planning incorporates as many styles as possible. All teachers endeavour to teach using internationally recognised approaches.



Active Learning

In order for children to learn effectively they need to be actively engaged, rather than passively participating.

We use 'active learning' to describe a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher. These learning opportunities are linked to the specific objectives in our long, medium and short term planning documents.



THE IMPORTANCE LIES IN THE THINKING THAT IS NEEDED TO COMPLETE THE ACTIVITY.



21st Century Learning – ‘The Four Cs’

Our only AdvancEd Improvement Priority was to “Create and implement channels for media and information resources to increase student development of 21st Century Learning Skills (4.4).”

Since 2017 we have been working on this with the following achieved last year

- a) ‘Show My Homework’ was introduced as a platform for setting, receiving, monitoring and submitting homework.
- b) Mathletics will be introduced this year, school wide to more closely match the Cambridge Primary and Secondary 1 Curriculum.
- c) I Read Arabic – to assist children with the language acquisition process in Arabic.
- d) The utilisation of Class Dojo will be enhanced to further develop communication between parent, school and student.
- e) More ICT access the school and introduction of wifi and BYOD
- f) All lesson plans have specific mention of how the planned and purposeful integration of the 21st Century Skills will take place, for
 - Communication
 - Collaboration
 - Creativity
 - Critical Thinking
- g) The use of Plickers as a form of immediate feedback in lessons.
- h) More SmartBoards and data projectors in school.
- i) A more learning friendly model of teaching using ICT resources.
- j) The integration of the ‘4Cs’ into curriculum planning, lesson planning and lessons.

Teachers are encouraged to incorporate some of the 21st Century skills while planning lessons HWK for their students;

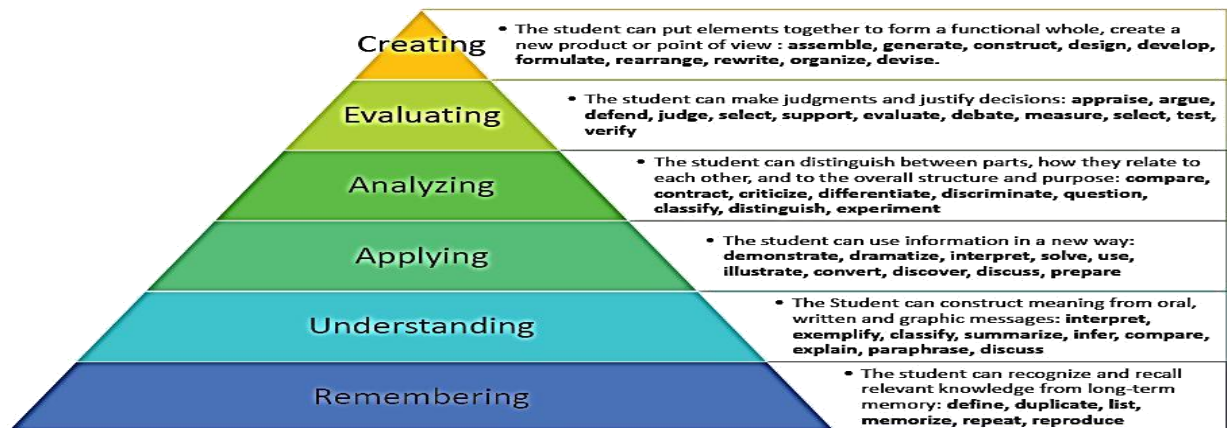


Bloom's Taxonomy

At NIS it is very important for students to experience lessons which include skills and activities that will promote higher levels of thinking. Our teachers plan many learning activities using "Bloom's Taxonomy", which research suggests promotes enhanced learning outcomes. The more students are exposed to the higher layers of the pyramid below, the more likely it is for the students to be critical thinkers and problem solvers.



Within the Cambridge Curriculum it is very important for children to experience higher order thinking from a very early age and continually throughout their school lives. Higher order thinking is a key skill when undertaking IGCSE / AS / A level courses and examinations, where children are routinely required to answer questions related to understanding, application, analysis and evaluation. These types of questions are an integral part of the Cambridge series of examinations.



The Support and Enrichment Curriculum

NIS strives to provide the necessary support or enrichment in order to facilitate high levels of student progress and performance.

IDENTIFICATION

At NIS the identification process involves the following elements:

- a) Entrance Test Results
- b) Diagnostic Test Data {Internal and Cambridge}
- c) End of Term Examination Data
- d) Teacher Referral

The Support Curriculum

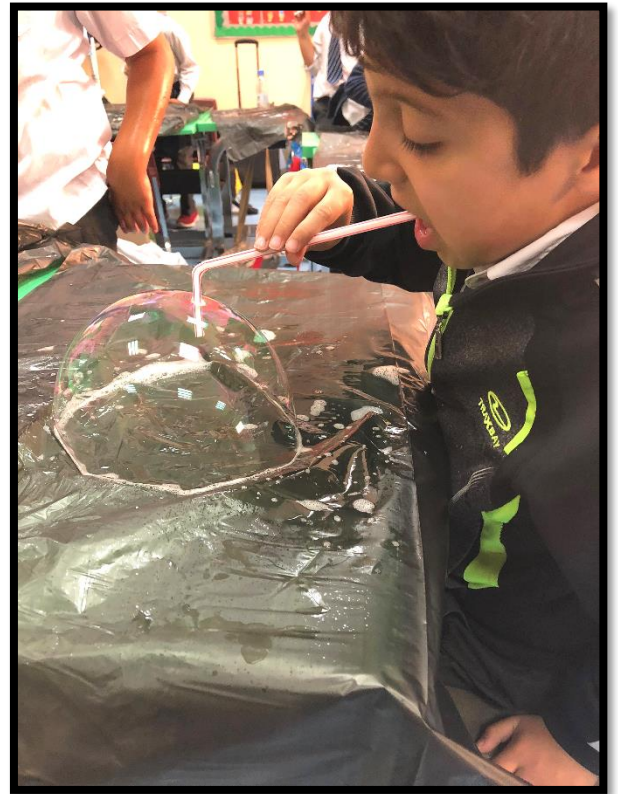
PROVISION

At NIS, the following types of Learning Support are available for students who are identified as being significantly different from their peers (less capable):

- a) English Support (EFL Classes)
- b) Arabic Support (AFL Classes)
- c) Mathematics Support (Additional Small Group Classes or One to One Tuition*)
- d) English Support (Additional Small Group Classes or One to One Tuition*)
- e) End of Term Intervention (Examination Results Based)
- f) Student Counselling
- g) Peer Support / Senior Student Support
- h) Additional time for formal assessment and examinations
- i) Alternative modified examinations**
- j) Homework Clubs
- k) After School Support Classes
- l) Academic Interviews (Seniors)
- m) Timetable Modification#

MONITORING STUDENT PROGRESS:

Students at NIS are given personalised academic targets which are monitored and acted upon by teachers and students alike. We define adequate progress according to each individual student's situation but expect them to achieve their target by the end of the academic year.



The Enrichment Curriculum

NIS offers the following types of enrichment for children who are identified as being significantly different from their peers:

- a) English enrichment*
- b) Arabic enrichment*
- c) Mathematics enrichment*
- d) Science enrichment* {Science Fair}
- e) Art enrichment*

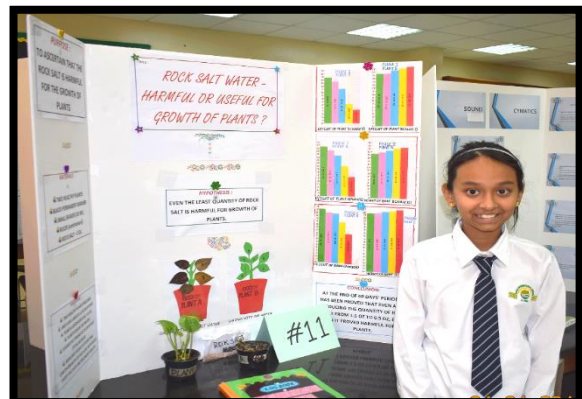
A) Enrichment Students

NIS offers students opportunities to extend and to foster their development, through a holistic program that integrates their natural talents and strengths within a small group environment. Students from the Lower School and Middle Schools are given the opportunity to work with "like minds". The aim of this program is enrich students. We endeavour to:

- a) develop problem-solving strategies that build self-esteem.
- b) engage in multi-faceted higher order thinking activities.
- c) learn to challenge themselves and to understand their unique talents and individual learning style.
- d) allow them to explore boundaries in a safe educational environment.



AS A PARENT YOU DO NOT HAVE THE RIGHT TO REFUSE OR WITHDRAW YOUR CHILD FROM SUPPORT or ENRICHMENT CLASSES. THESE ARE COMPULSORY ELEMENTS OF THE SCHOOL'S ACADEMIC CURRICULUM.



Behaviour for Learning

There are many contributing factors that influence good behaviour. Factors include classroom management, teaching methods, parental support, combined with a comprehensive system of meaningful rewards (to encourage positive behaviour) and sanctions (to discourage poor behaviour). Student – teacher relationships, strategies for encouraging good behaviour, furniture arrangement, resource availability and classroom displays all impact student behaviour. Praise is used to encourage good behaviour, as well as good work. At NIS we encourage student to develop a positive learning attitude and follow a behaviour for learning policy which outlines rewards and sanctions for specific behaviour.



Homework

Homework is academic work, which is of paramount importance for students, parents, and teachers.

Regular homework is a valuable part of the learning process and contributes to the development of sound study skills. It consolidates and supplements the work done in class and promotes independent learning and creativity. In accordance with the school mission statement, we see homework as part of a holistic education enabling students to reach their full potential. NIS also views homework as an important aspect when pursuing academic excellence. The benefits of homework are tangible and homework helps children learn valuable skills such as:

- Taking initiative.
- Developing time management skills.
- Learning to love learning.
- Improving a grasp on subject matter.
- Understanding the importance of planning.



Parents who enrol their child at NIS are required to monitor and support their child with the completion of homework and sign the student planner weekly to ensure their child has completed all tasks.

Studies suggest that policies indicating the amount of homework should consider the following factors:

1. **Age Group:** Primary school students shouldn't be given large amounts of homework. Students in examination classes (G9 – 12) would benefit from larger amounts of "purposeful" homework.
2. **Completion Time:** Homework should be structured to allow completion within a reasonable time
(At NIS reasonable time for homework completion means not less than two (2) nights – Grades 4 – 12)
3. **Local Community Requirements:** Homework policies should address the needs of the local communities they serve.

Therefore, the following recommendations for NIS should be observed:

Grade level	Max' Homework Per Week
KG 1 / 2	1 hour 20 minutes
Grades 1, 2	1 hour 40 minutes
Grade 3	2 hours and 30 minutes
Grade 4	3 hours and 45 minutes
Grades 5 and 6	5 hours
Grade 7 and 8	7 hours and 30 minutes
Grade 9 and 10	10 hours
Grade 11 and 12	15 hours

Homework –

Parents have a very important role in ensuring

- a) Homework completion – check homework is recorded in planners
- b) Homework submission – check they have completed tasks (Don't do it for them!)

Parents are advised that the above is one of the expectations of all parents at NIS.

Homework – Failure to Submit, Complete or Part Completion

When a student does not submit homework or the homework is of a very poor standard, it demonstrates that the student has not made the required effort to complete the task, the subject teacher will take the following actions:

1. The concerned student is issued a break or lunch detention by the class teacher and they will record the homework as being incomplete
2. The teacher will notify the parent and make a note in the student exercise book that homework was not done.
3. When the student misses homework they will first be given a 'Snack Detention' as their first offence. The second offence will result in a 'Lunch Detention' and the third and subsequent offence will result in an hour afterschool detention.
4. Continued failure to complete homework will result in the student being placed on academic report and further follow up action could result in them being placed on internal suspension.
5. If a student continually has issues with homework completion / submission the teacher will arrange a meeting with the students' parents.
6. For persistent offenders, the Supervisor, at their discretion, has the right to remove any privileges from the student if they fail to complete homework. This includes removing them from participating in any competition set out by the school, this includes field trips, NIS Champion's League, NIS Sports Day etc.

Extra Classes {Senior Students – G9 – 12}

Our senior students in G9 – 12 have aspirations of scoring at the highest levels with the Cambridge IGCSE / AS and A level examinations. Scoring A* grades on any of these examinations. This needs a great deal of additional teaching and learning time in order to achieve these aspirations. NIS offers these classes from 14:00 to 16:00 as required by the teachers / Coordinators. These classes are compulsory for all senior students. These classes are used to go deeply into topics within the syllabus, allow extended mastery time, allow examination paper practice and feedback time, plus allow students extended periods of time to undertake Biology, Chemistry and Physics practical experiments.

EXTRA-CURRICULAR ACTIVITIES



NIS considers student involvement in extracurricular activities to be a valuable part of a school's holistic educational philosophy. Extra-curricular activities are those events that do not fall within the scope of the regular curriculum. Children are encouraged to enrol in activities they have not tried before, to broaden their horizons and experiences. Activities takes place during an allocated time during the school day. These activities are open to all students from G1 – 12. Some activities that use qualified outside expertise may incur additional costs; this too will be clearly indicated. Participation in extra-curricular activities is a privilege and not a right and can be removed or suspended, as a sanction for poor behaviour. In such cases no refunds are possible.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Healthy living and personal development are integral components of our PSHE program, which is taught to all children from Grade 1. G1 – 3 have their PSHE integrated through the Humanities (Social Studies) curriculum, whereas the students in G4 – 7 have their PSHE lessons on Thursday afternoons, which alternate with school assemblies.



EDUCATIONAL FIELD TRIPS

NIS organises field trips for students, as per the NIS Calendar. These trips are extra educational experiences where we aim to develop the NIS Values, through social, educational, sporting and fun activities. Parents will be notified by letter regarding the arrangements associated with the particular field trip.

Parents/ Guardians must:

- a) Read and adhere to the requirements stipulated in the letter.
 - b) Sign permission slip (and indemnity form) and return, along with any payment, to school before the deadline date indicated in the letter.
 - c) Specify information regarding medications to be taken or allergies their child suffers from.
 - d) Sign Medical Consent Forms: To ensure that detailed medical information and consent for medical treatment is obtained for every student attending. The medical consent form is to include authority to call a doctor and/or ambulance and those parents will be required to meet all associated costs.
 - e) Provide 24h contact details.
 - Failure to comply with the above will result in the student(s) concerned not being allowed to go on the field trips.
 - No students will be accepted to take part in field trips after the deadline.
- Normal school rules and behaviour procedures / sanctions apply throughout all EFTs.



SCHOOL EVENTS

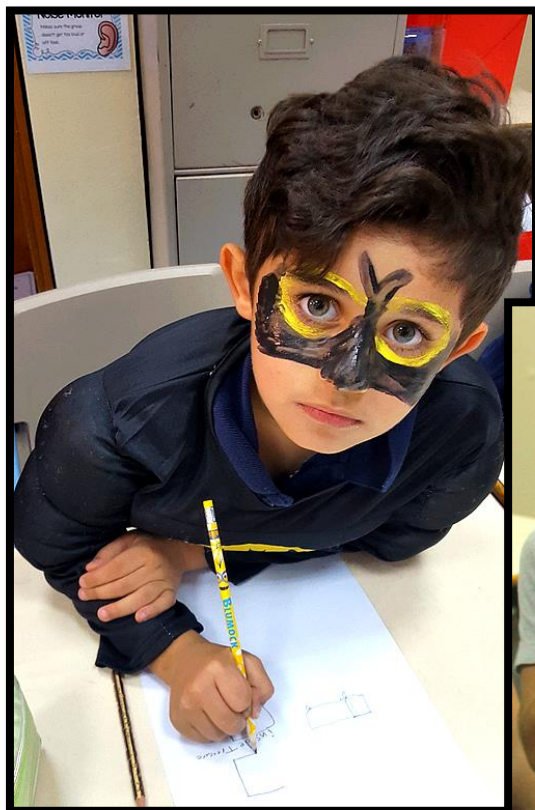
Sports Days



NIS hold a number of Sports Days throughout the school year, which encourage healthy competition, teamwork, sportsmanship and participation. These events are part of the NIS Curriculum and are compulsory for all children. Children should be encouraged to take part and do their best, opting out is not an option. Please be aware that children who miss these days, without extremely good reasons will not be allowed to participate in other activities, such as Enterprise Fiesta Day or Field Trips.

Curriculum Weeks {Primary}

Throughout the year NIS hold a number of 'Curriculum Weeks', in the Primary and ELC Departments. These included Maths Week, Reading Week, Art Week and Science Week. During these weeks specially planned activities are undertaken to enrich student learning. These activities are linked to the teaching and learning objectives of the associated subjects. Therefore, these weeks are very important.



Enterprise Fiesta Day

Enterprise Fiesta Day was the brainchild of three NIS senior students, Lujain, Nada and Al Ghalia. As teaching and learning time becomes more precious, it became apparent that Open Day took huge amounts of time away from the classroom, preparing for the event. The three G10 girls {below} sought to find a solution, which allowed students to have fun, without wasting weeks of



lesson time preparing. Last year we held our first 'Enterprise Fiesta Day', which was a resounding success and more focussed on student leadership, which is now organised through the pastoral programme in tutor time.



Community Service {G11 & G12}

NIS senior students in G11 and 12 are required to undertake 'Community Service', as part of their individual study program. This takes place throughout Term 1 and Term 2 and is compulsory for all seniors. During 'Community Service' students assist in classrooms with the Primary and ELC department, helping struggling students with basic Mathematics, Reading, Writing and with Art work.



ASSESSMENT

Assessment Aims

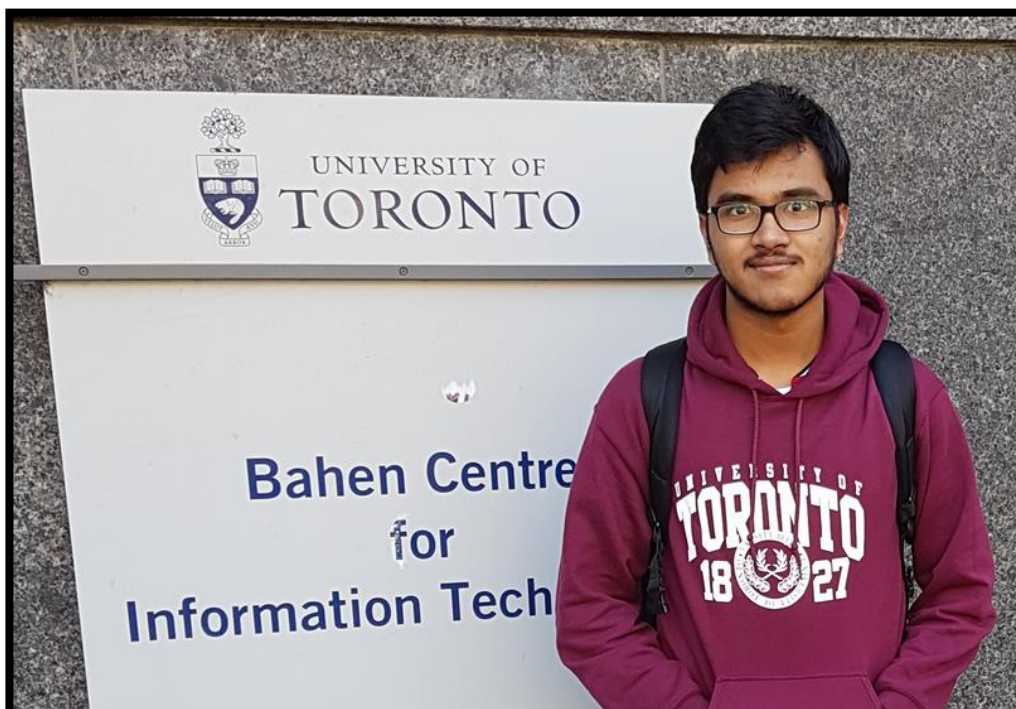
At NIS the term assessment refers to all information gathered about students in the classroom by their teachers, either through formal testing, essays and homework or informally through observation or interaction.

The main purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that the assessment provides. A secondary function of assessment is to report student progress to parents.

Assessment at NIS will

- Benefit the students;
- Involve the students;
- Support teaching and learning goals;
- Be well planned and communicated;
- Be suited to the purpose;
- Be valid, reliable and manageable;
- Provide regular and timely feedback to students.

ASSESSMENT IS NOT EFFECTIVE WHEN ALL THAT MATTERS IS PERCENTAGES AND TESTS / EXAMINATIONS. ASSESSMENT SHOULD BE A PROCESS OF ANALYSING THE PERFORMANCE OF A CHILD AND USING THE RESULTS TO HELP THEM IMPROVE.



Assessment Performance

At NIS we encourage all our students to strive for personal excellence, thus endeavouring to fulfil individual potential and meet their personal academic targets. In order to perform well in assessments and examinations students need to show commitment, effort, perseverance and practice when it comes to revision. This should take place over a period of weeks, if not months, if it is to be effective. Revision for a few hours the night before the test / exam will not achieve the desired outcome.

We must be mindful of that fact that the most we can expect of a student is that they perform their best and that the notion of personal best varies considerably from student to student / situation to situation. Research evidence suggests that teachers and parents should have

As NIS undertakes CAIE Examinations, parents should be aware that there are formal practical assessments for certain subjects in Grade 10 – 12, which contribute to the final assessment grade from Cambridge.

Assessment is the process of obtaining, analysing and interpreting evidence for use by pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

At NIS teachers use both summative (assessment of learning) and formative (assessment for learning). Assessment for learning is an ongoing process that all teachers use throughout the year to support students with their learning. Teachers use a range of strategies to determine if learning has taken place, following on from this they will provide feedback to the students about their next steps and areas for improvement. Assessment of learning will involve more formal measures such as tests and exams.

Assessment Guidelines

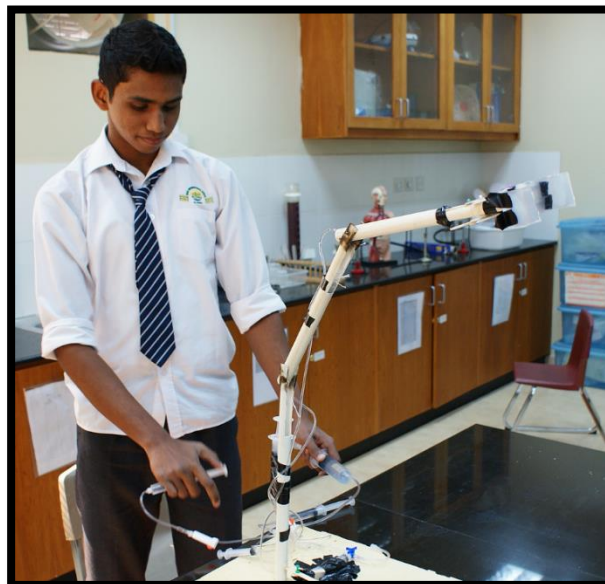
Assessment Overview

NIS has a rigorous assessment policy which supports formal and informal assessment strategies, where feedback is given to assist children with the next steps in the learning process. Resultantly, NIS students will be engaged in a range of assessment activities where feedback is encouraged including

- Direct observation and discussion.
- Self-assessment.
- Peer assessment.
- Teacher marking.
- Teacher created assessment.
- Class quizzes (tests).
- Teacher professional judgement from classroom observations.
- End of unit assessments.
- Formal examinations.
- Standardized assessment tasks.
- Diagnostic assessment tasks.
- Projects {G4-8 Only}



During our interactions with students the majority of the decisions we make regarding the level of learning of a student will be informal, through our everyday classroom verbal interactions. **The idea of focused feedback is essential to this process.** These informal assessment judgments form a vital part of the discussion process at parent teacher conferences.



CAIE Courses

- Students start CAIE examination courses in G8 or 9 (depending on the requirements of the department). This is the first part of IGCSE.
- Students take their IGCSE examinations during the months of May / June, at the end of G10. All students must register and pay for their IGCSE examinations, as this is not part of the school fees.
- Students who score a D grade or higher in IGCSE will be allowed to undertake AS level studies in the same subject in G11. Students with lower grades will be required to repeat G10, and at the end of the repeated G10 the student must obtain an IGCSE B grade or higher before being allowed to take Mathematics at AS level.
- Students who perform well with AS, achieving a C/D minimum will be allowed to continue to G12 and undertake A level. Students with lower grades will be required to repeat G11.

CAIE Assessment

Students of G10 -12 will be registered by the school to sit their external examinations by the examinations officer. All students and parents must adhere in full to the CAIE entrance requirements. Failure to comply with their requirements could result in additional charges or examination withdrawal.

Parents should be aware that NIS reserves the right to withdraw students from CAIE examinations, or the refuse to enter them as a result of attendance, attitude, behaviour and effort deficiencies.

CAIE Study Leave

Students of G10 -12 will be registered by the school to sit their external examinations in May and June of every year. In order to give the students ample opportunity to study for their examinations, they will be given a study leave during term 3 (date will be announced in the calendar of every year). The timing of the G10 – 12 study leave is determined by the performance of the individual student in each of the EOT2 Mock Examinations, plus the recommendations of teaching staff. Students should ensure that they check through each syllabus, prior to going on study leave, before seeing the teacher with any problems, again before going on study leave.

During the study leave, the school will continue offering support to these students by providing a drop-in classes schedule* where they can come to the school on specific days and times to seek help from their teachers. Once this drop-in schedule is concluded students must use this time to revise and study. They will not be permitted to come into school to see teachers.

**Subject to staff and timetable allowing.*

Standardised Assessment / Diagnostic Testing

In order to plan effectively, it is important we produce accurate data of our students' performance. Each department was required to undertake standardized assessments as per NIS Calendar.

- The assessment must not be the term examination
- The assessment must not be any test material which is used for reporting to parents.

Students must be issued with the same paper (s) for each Standardized Assessment sessions to allow

progress, over a given time period, to be ascertained.

This will help produce accurate data to be analysed to create improvement plans at a later stage.

NIS also uses the CAIE Progression Tests in English Maths and Science to measure student progress internally and against other students from around the world.

Individual students, or groups of students, who fail to make the required effort with these standardised assessments will be made to repeat the tests in their own time either during lunch breaks or after school.

Assessment for Reporting Purposes

ELC

The ELC grading procedure is a combination of continuous teacher observation and formative assessments. There are three different levels of achievement that are awarded: *Gold, Silver, Bronze*. This is based on the reporting



arrangements for the *Cambridge Primary Progression Tests* and is focused on how students achieve the curriculum content.

The three levels of achievement have been aligned to the Primary grading scale percentages to ensure there is consistency between the two departments and the allocation of grades.

Bronze	Silver	Gold
Working towards the standard	Meeting the standard	Exceeding the standard
Learners have a basic grasp of the curriculum content. They have achieved a few of the learning objectives and are working toward achieving others. They would benefit from more focus on some areas of the curriculum.	Learners have a sound grasp of the curriculum content. They are successfully achieving many of the learning objectives as expected at this stage.	Learners have an excellent grasp of the curriculum content. They are successfully achieving the great majority of the learning objectives and often go beyond what is expected at this stage.

Testing & Teacher Professional Judgement

A balanced and rich system of assessment should include elements of formative and summative assessment*. The following grading scale was applied from G1 onwards. The following elements are now included for **ALL SUBJECTS** (Including Arabic, Islamic, Urdu, ICT etc).

- a) **SUMMATIVE** - Formal Assessment {End of Topic / Chapter / Term Tests}
- b) **SUMMATIVE** - Informal Assessment {Speed Tests / Class Quizzes}
- c) **FORMATIVE** - Professional Judgement {Based on continuous assessment against rubrics}

**The summative assessments used in (a) and (b) are more effective if they are used formatively – ie to modify the teacher’s teaching, or when the assessments themselves are reviewed with the students.*

*** Other subjects are defined as Arabic / Islamic Studies / ICT / Science and Social Studies*

Professional Judgement

"Teacher-based assessment derives a major part of its validity and reliability from its location in the actual classroom where assessment activities are embedded in the regular curriculum, and assessed by a teacher who is familiar with the student’s work and has – presumably – a stake in their improvement." (Davison, 2014)

"in order to maintain trust communities will have to show that their procedures for making judgements are fair, appropriate and defensible (i.e. that they are valid), even if they cannot be made totally transparent" (Wilam, 2001)

Black & Wiliam (1998) have convincingly demonstrated the learning gains that can be achieved through well focused teacher-based formative assessment enhance students’ learning more than any other strategy across age levels and in different contexts.

Hattie (2009) in a more recent study of major influences on educational achievement (using 800+ meta-analyses) found that formative practice, in particular self-assessment and feedback, had the highest effect sizes (i.e., impact on student outcomes) out of more than 100 different instructional and contextual factors.



Grading System {All Subjects}

Marks	KG	G1-G9	G10-G12	GPA
0 - 20	Bronze	U	U	1
21 - 30			G	
31 - 40			F	
41 - 50		E	E	2
51 - 60		D	D	
61 - 70	Silver	C	C	3
71 - 80		B	B	
81 - 90	Gold	A	A	4
91 - 100		A*	A*	

Class Tests

All NIS assessments will be announced by the teacher. Students must be given at least one week {seven days} to prepare for any test or quiz.

No NIS student will have more than TWO tests in any one day. This means it is permissible to expect children to prepare for a maximum of two tests / quizzes in one day.

Projects

At NIS projects are issued as follows to G4 – 8 students during term one and two. All G4 – 8 students are required to undertake three different projects per term. This is organized as follows.

Term 1 Projects (G4-8)	Term 2 Projects (G4 - 8)
Mathematics	Social Studies
Science	Computers (ICT)
English Language	National Language (Arabic)

Projects are an excellent way to extend the assessment / homework process, to engage children with further learning.

Projects - Deadlines (Grade 4 – 8)

All assignments must be submitted on or before due date to be evaluated for the full award of marks. Students are responsible for adhering to due dates, and informing their parents of such dates. Failure to adhere to due dates will result in late submission penalties as follows

DAYS LATE	LATE SUBMISSION PENALTY
One	No penalty
More than one day	No grade awarded for the Project, and recorded as such on the report card

The project deadlines will be announced in the NIS Newsletter, well in advance and repeatedly before the required submission dates. It is the responsibility of parents and students to know these.



CAIE & NIS Malpractice Regulations

Assessment is an integral part of the teaching and learning process. Public trust in the integrity of the NIS assessment processes is of paramount importance. Therefore, it is essential that all NIS students adhere to internationally recognised standards and the standards required by a CAIE independent school. Hence, all formal assessment tasks must be carried out with the highest levels of academic integrity, allowing all students to display their abilities under circumstances that are both fair, honest and consistent.

At NIS we attempt to adhere to the Cambridge Assessment International Education (CAIE) protocols for conducting any form of formal assessment task, including quizzes, tests and end of term examinations. We gradually introduce the CAIE protocols for examinations to our students to familiarise them with the experience. This starts in G4, with a progression to G10. By G10 we hope that all students have a full understanding of the CAIE requirements. The CAIE Handbook {International} Section 5.6 (2018) states "*Malpractice is any action that breaks our regulations and potentially threatens the integrity of our examinations and certification.*" {P102}

Malpractice can be:

- intentional and aim to give an unfair advantage in an exam or assessment
- caused through carelessness, forgetfulness or ignorance of our regulations
- beyond the control of the involved parties and be a result of circumstance

NIS regards the following actions as student / professional malpractice.

1. Candidate Malpractice {From CAIE Handbook 5.6}

Candidate malpractice means malpractice committed by a student. The following are examples of candidate malpractice. The list is not exhaustive and we may consider other instances at our discretion:

- bringing unauthorised materials into the exam room or assessment area.
- disruptive behaviour in the assessment area or exam room (including using offensive language).
- copying from another candidate.
- Collusion.
- plagiarism: failing to acknowledge sources and/or submitting another person's work as if it were their own.
- seeking, obtaining, receiving, exchanging or passing on confidential exam material by any means.
- failing to follow an invigilator's or teacher's instructions.
- failing to follow the conditions of supervision designed to maintain the security of the exams.
- theft of another's work.
- the deliberate destruction of another's work.
- including threatening, offensive or obscene material in scripts or coursework.
- impersonation: pretending to be someone else, or arranging for another person to take their place in an exam.
- the alteration, falsification or misrepresentation of any results information, including certificates.
- behaving in such a way as to disturb others or undermine the integrity of the exam.

Consequences

After full investigation, if students are proved [as per the balance of probability] to have engaged malpractice then the following sanctions will apply:-

- a) Student – Zero mark for the relevant assessment and parents informed.

However, the EP reserves the right to apply more serious consequences for both staff and students, based on the severity of the incident and the collateral damage caused to the reputation of NIS.

G4 – 8 Projects / Homework – Plagiarism

Academic honesty is a fundamental part of learning and teaching and a core value of the Nada International School. NIS takes the view that all academic dishonesty is unacceptable and this policy aims to uphold the standards of ethics and integrity expected from all students. This policy sets out the principles on which the school's approach to academic dishonesty is based and the commitment and responsibility required of both the school and its students to foster a culture of honesty and integrity in order to provide the best possible environment for learning and teaching. Academic dishonesty means seeking to obtain, or, whether intentionally or not, an unfair academic advantage or assisting another student to do so, and includes but is not limited to:

- a) **Plagiarism**, where students present work for assessment that is not their own, without appropriate attribution or reference to the original source. Plagiarism can include paraphrasing or copying published work without a reference;
- b) **Children who plagiarise projects, by copying from others, copy-pasting from the Internet, copy-pasting from the Internet with minor editing, have a project submitted that is done partly, or fully by another person, will be downgraded to a 'zero' {0} grade for that component of the assessment or homework assignment.**

WE ENCOURAGE PARENTS TO TAKE A FULL AND ACTIVE PART IN SUPPORTING CHILDREN WITH THEIR HOME LEARNING. HOWEVER, WE MUST INSIST THAT YOU ALLOW YOUR CHILDREN TO UNDERTAKE ALL HOMEWORK TASKS AND PROJECTS THEMSELVES. THERE IS VERY LITTLE EDUCATIONAL VALUE IN PARENTS /HELPERS /OR OTHER FAMILY MEMBERS COMPLETING WORK ON BEHALF OF CHILDREN or CONDONING "COPY & PASTE" FROM THE INTERNET.

Access to Test & Examination Papers

All assessment papers are school property. Teachers {G1-12}, at their sole discretion, can send test and quiz papers home and request parents to sign and return them.

In line with the principles of assessment, primarily 'manageability' the school policy in this regard is as follows:-

- **Mid Term Quizzes / Tests:** Teachers may, at their discretion, send test and quiz papers home and request parents to sign and return them. {After all students in the same grade level have taken the assessment, including absent students}.

- **End of Term Examination Papers:** Will be discussed and distributed to students during class time; **not sent home or presented to parents. Parents of students in G1 – 12 are only allowed access to 'F' grade papers, not papers where a student has scored any higher grade.**
- **Failed EOT Examinations:** Parents with children in G1 – 12 may ask for a review of any "F" grade examination paper. The following steps followed
- In the case where a G1 – 12 student is awarded an 'F' grade, a formal request can be made to the subject coordinator for a paper remark.
- In the event that the 'F' grade remains unchanged after the remark, a parent may request to meet with the teacher and Coordinator to discuss the reasons for the 'F' grade and plan appropriate intervention.
 - a) At this stage no questioning or discussion of the marking must take place. The marks allocations will not be discussed.
 - b) The purpose of allowing these parents to review their children's examination paper is to give the parents an idea on the areas where their child needs more support.

Reporting to Parents & Parent Teacher Conferences

Reporting To Parents {KG – G12}

NIS issues three sets of formal reports per annum to all parents. These formal reports are issued at the end of each term if school fees have been cleared. The issuing dates are as per the NIS Newsletter. NIS school reports are published to the school Portal ENGAGE, you are responsible for downloading a copy and keeping it for your records, the school does not provide printed copies. In the event that parents require additional or replacement sets of report cards a fee will be charged. In the event that these reports are requested from overseas, the parent must arrange and pay for a courier to collect the requested documents. The parent is solely responsible for Ministry of Education stamping in all cases and in case of loss / replacement.



With the exception of G12 End of Year Report Cards, any report cards that need stamping by the Ministry of Education is the responsibility of the parent, not the school.

NIS keeps report cards for a period of TEN years only. After this time, NIS is unable to supply report cards.

Grade 12 Report Cards

Upon successful completion of G12, NIS will provide G12 students with

- End of Year Report Card
- School Leaving Certificate

NIS only provides documents that are common within the British system, therefore we cannot issue GPA, transcripts or Credit related documents.

Parent Teacher Conferences (PTC)

NIS holds two parent teacher conferences during each academic year. All parents are encouraged to attend these events. The dates of the events will be notified, well in advance, via the NIS Newsletter. The PTC take place during the week and students are given tasks to complete on the day at home, but are encouraged to attend the meetings. The PTC day takes place via MS Teams or at NIS but all bookings are made via the Parent Portal ENGAGE in the 'Parent Evening Booking' although it is a PTC day not evening event. The purpose of PTC is to allow parents to gain some insights into the strengths and weaknesses of the concerned student / students. We kindly request that all parents respect the conclusions of the teachers, treat staff and assisting students professionally on the day and respect the fact that each parent interview should take no more than 5 – 7 minutes.

Parents Contacting the School / ENGAGE Parent Portal

Parents can contact the school by telephoning the main school number (013 5323338) if it is for administrative reasons. To contact the teachers, messages can be sent by the ENGAGE Parent Portal message system or email directly to the teacher. Teachers will endeavour to get back to you within 24 – 48 hours. If you have not heard back from the teacher please contact their subject coordinator to follow up.

Parent Portal

Please ensure you have set up your ENGAGE parent portal account by contacting the admissions office admissions@Nadaschool.edu.sa in the admission office and they will send you the required details to set up your account. The parent portal can be accessed by the following URL:

<https://nadaschool.engagehosted.com>

Additional Tuition

If a student should need additional learning support beyond that available at the school, then the school reserves the right to pass on to parents the additional cost incurred. However, we would discourage the use of private tutors by parents because we believe that we should be able to meet every student's learning needs in full and to ensure that each and every student makes good progress in every respect within our stated curriculum. Staff may not take on NIS students as private tutees. If you ask an NIS employee to undertake private tuition you are requesting that they breach the conditions within their contract of employment.

ALL ADDITIONAL TUTIONS MUST BE MADE THROUGH THE SCHOOL.

Concerns / Complaints Procedure for Parents

NIS welcomes viable and appropriate parental suggestions and takes seriously its responsibility to resolve any **legitimate concerns** that may arise. **The NIS management reserves the right to determine what is legitimate or otherwise.** We encourage parents to inform the school as soon as practically possible so that we can rectify a problem or explain the school's position before a concern becomes more serious. If you have concerns about your child, please contact your child's class / subject teacher in the first instance.

All parents are requested to ascertain the facts before jumping to conclusions, as the majority of incidents reported to the school in the first instance are found to be factually inaccurate.

a) When dealing with an academic problem

1. Make an appointment with the subject / class teacher initially
2. Make an appointment to see the Coordinator for the subject area if you are not satisfied with the outcome of the teacher meeting and arrange a joint Teacher – Coordinator meeting
3. If you are still not happy with the outcome please contact the Boys or Girls Principal.
4. Make an appointment to see the Executive Principal

b) Strictly adhere to the following procedures when dealing with a non-academic problem

1. Make an appointment to see the teacher or Form Tutor
2. Make an appointment to see the section Supervisor.
3. Make an appointment to see the Principal
4. Make an appointment to see the Executive Principal.

WE REQUIRE ALL PARENTS TO FOLLOW THIS LEVEL OF ACCOUNTABILITY AND PROCESS

Anonymous / Group Complaints

Anonymous complaints, voiced by a third party, or group complaints will not be acknowledged or pursued. All parents are expected to follow the following procedure when communicating with the school. Each parent has the authority to deal with his or her own children and nothing else. **NIS only deals with the parents of the child concerned, we do not deal with company representatives, maids, hired helpers or private secretaries, or those parents who seek to voice the 'concerns of others, on behalf of others'.**

How should I raise concerns / complaints?

Parental concerns should normally be referred initially directly to the teacher or subject coordinator by email, letter or ENGAGE Portal message.

Any serious complaints concerning teacher misconduct should be directed to the school Principals

initially to investigate the matter. It must be put in writing, with precise details of the allegation. This should clearly state the incident, any witnesses and the name of the complainant must be clear. NIS Management will take all matters seriously and respond to parents with the outcome. Please be aware that at times children may not disclose the truth to hide their own misgivings.

Parent Visits to School

Due to the security protocols of Nada Farm Village, appointments **must be made in advance after making an appointment with the teacher or coordinator.** Parents are not permitted to have free access to the school during lesson times, or just to arrive at school unannounced and expect to see a teacher. Teachers have a limited amount of time during each day where they are not in front of a class. This time is for undertaking specific duties. When inside the school campus you must be accompanied by a faculty / administration member at all times and not interrupt or disrupt any teaching taking place.

NIS FACILITIES

Science Laboratories and Science

The school has two Cambridge Certified and approved Science Laboratories. Students are gradually introduced to these important areas of the school as they progress from G4. We expect all students to treat laboratories, equipment and chemicals with great care and fully observe the instructions of staff whilst in these settings.

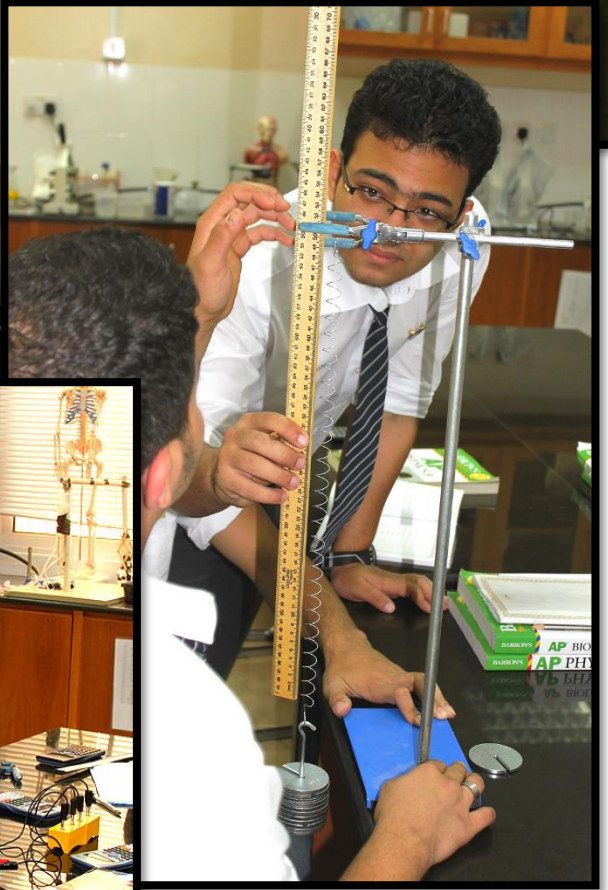
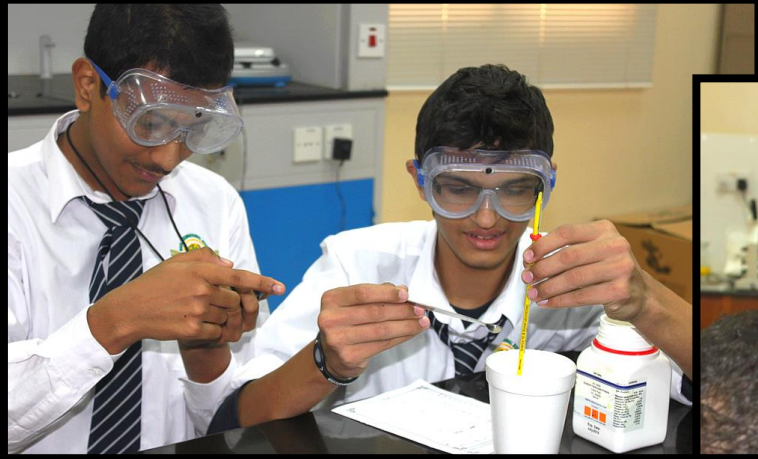




Science Practical

At NIS students are regularly exposed to practical science experiments, either in the labs or in the classrooms.

We are aiming to build the capabilities of the students, when manipulating scientific equipment and resources, and to develop scientific thinking. Regular exposure to practical activities in Science prepares the students properly for the assessed practical examinations which are a compulsory aspect of G11 {Advanced Supplementary} Biology, Chemistry and Physics.



Science Laboratory Safety

NIS takes Science Lab safety very seriously. Each of our labs is equipped as follows

- Professionally made, purpose built fume cupboard with external extractors
- UK made and approved chemical shower facility
- Eye – wash stations
- Gas detectors
- Waterproof plugs
- Fire Blankets / Sand Buckets and Fire Extinguisher.

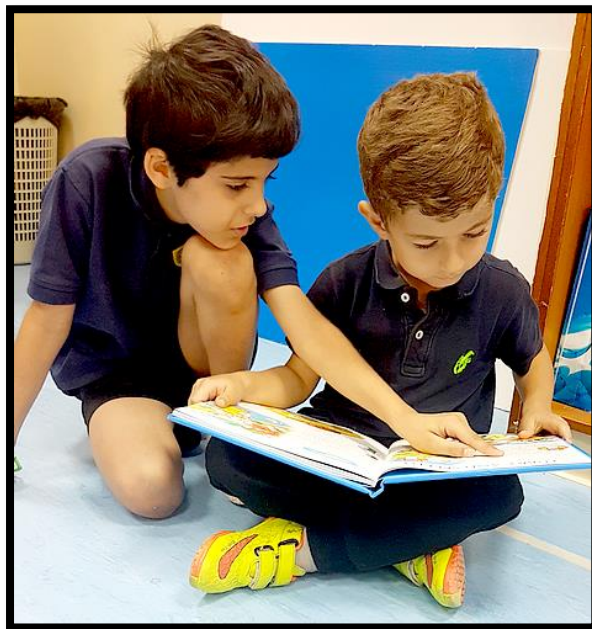


Laboratories are potentially dangerous places, where we expect all students to behave Impeccably.

The Library {Reading and Understanding Text is a Fundamental Skill}

The libraries are an integral part of the school, which should be used appropriately to maximise their educational value. All children and staff are encouraged to use the school libraries – for traditional or Internet based research, for study and as a quiet place to read for pleasure. The aim is to maintain a calm, peaceful and welcoming environment where everyone can develop / enjoy reading.

WE ENCOURAGE ALL STUDENTS TO READ WIDELY AND TO TAKE BOOKS FROM THE LIBRARY HOME. PLEASE NOTE THAT THE RETURN OF BOOKS IS THE SOLE RESPONSIBILITY OF THE STUDENT WHO SIGNED THE BOOK OUT FROM THE LIBRARY.



ICT Labs and Access to New Technologies

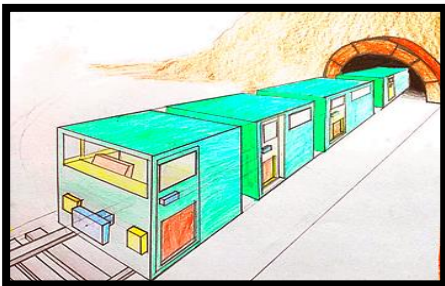


All students from Grade 1 and above have access to the computers via the school network in the Library, and in the new ICT suites. The use of the Internet in school by students is closely monitored and supervised, and NIS endeavours to ensure that suitable restrictions are placed on the ability of students to access inappropriate materials. NIS has a Bring Your Own Device and acceptable use policy which you are required to familiarise yourself with, sign the form and return to your child's form teacher.



The Art Room and Art

Art is an integral part of the NIS curriculum. All students are expected to participate and be properly equipped (the same as Science, Math or Arabic) All students will take part in the full range Art classes, and PE classes as per individual class / student timetables.



SCHOOL COMMUNITY

Pastoral Care and Student Wellbeing

NIS Pastoral care aims to support all students with their social and emotional wellbeing. At NIS there are a number of pastoral leaders and during form time tutors and class teachers run a range of wellbeing activities to promote a positive growth mind set.

- a) Girls Principal (Mrs. Hana) – Whole School
- b) Boys’ Supervisor (Mr. Sanju) – All Boys in G6 – 12
- c) Girls’ Supervisor (Mrs. Lubna) – All Girls in G6 – 12
- d) Primary Supervisor {Mrs. Nicole} – G1 – G5
- e) KG Coordinator (Mrs. Rebaecca) Pre KG – KG2

The Boys’ and Girls’ Supervisors are assisted by student counsellors



a) SENCO / Careers - Mrs. Khaoula

b) Counsellor – Mrs. Rafia (All Students)

In addition, each Supervisor has a team of Form Tutors (Formally Class Advisors) or Class Teachers (Formally Home Room Teachers). These teachers perhaps have the greatest insight into the social and emotional well-being of NIS students. Part of their function is to help, assist, advise and support both students and parents. We trust that you will get to know them well during the course of the year ahead.

Student Conduct

The quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff. Poor behaviour will be corrected and students are expected to modify their actions to prevent a disruption to learning



NIS seeks to create an environment in which effective teaching and learning can flourish. Repeated disruption and disregard for the learning of others is detrimental to the learning process and **will not be tolerated at NIS. We expect high standards of behaviour from all students.**

G9 – 12 students are required to sign a behaviour / academic 'good conduct' contract with the school, at the start of each year.

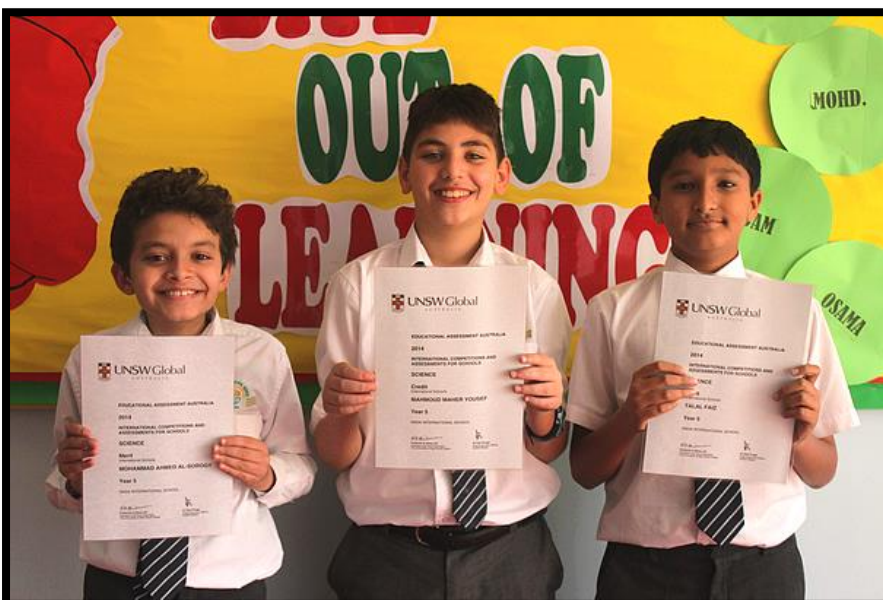
Core Principles

The NIS Student Discipline Policy is based on

- a) Rewarding students to encourage and promote desirable behaviour
- b) Sanctioning students to discourage and deter undesirable behaviour

The principles underlying this Student Behaviour Policy are based on respect.

- Respect for self
- Respect for others
- Respect for the environment



Student Code of Conduct

Respect for Self – students should:

- Behave in a sensible and appropriate manner
- Be in the correct place at the correct time
- Do their best with all school work

Respect for Others – students should:

- Allow others to learn and teachers to teach
- Treat everybody with consideration, respect and good manners
- Respect the right of others to hold their beliefs and opinions
- Keep to the school dress code
- Help to prevent all forms of bullying
- Behave with the health and safety of others in mind
- Behave honestly, helpfully and responsibly

Respect for the Environment – students should:

- Treat their own property and the property of others with care
- Treat the school buildings, contents and grounds with care

NIS students will be required to review the Code of Conduct in class and maybe required to sign a "School Contract" where precise expectations regarding the Code of Conduct are made clear and explained.

Extent of School Authority

All NIS students are subject to the terms of the NIS 'Student Behaviour for Learning Policy' for any misconduct that occurs:

- in school.
- on school property or inside Nada Farm Village.
- travelling in a school vehicle (not private transport or National Guard buses).
- while participating in or attending any school-sponsored activity, on or off school property or any school-sponsored trip.
- when students are representing the school or in NIS school uniform.
- when student behaviour off school property disrupts or threatens to disrupt the school.

Behaviour On School Buses

All NIS bus students are subject to the terms of the NIS 'Student Behaviour Policy' for any misconduct that occurs. Parent should be aware that misconduct on the buses reported by the Bus Supervisor / Bus Driver / Bus Company will be investigated. In addition to the ordinary sanctions for poor behaviour, serious misbehaviour or repeated misbehaviour on the buses could result in the following:-

- Suspension from the buses / exclusion from the buses permanently.

In the event of the above, no bus fee refund is available to parents.



Rewards

The NIS focus is the promotion good behaviour through praising and celebrating achievement. Effective and deserved rewards have been repeatedly linked by researchers to both intrinsic and extrinsic child motivation and assist children in recognizing that NIS and society in general value good behaviour. NIS believes in rewarding academic achievement, effort, perseverance and positive behavioural traits. NIS approved rewards include, but are not limited to,

- The use of praise
- Awarding of merits and stars
- Bonus Merits Rewards and Competitions
- Awarding 'Golden Tickets'
- Awarding certificates / badges / stickers
- Allocation of roles of responsibility
- Additional field trips
- 'Non-Uniform Day'
- Letters of commendation sent to parents
- Prizes



Sanctions

Although positive behaviour is encouraged, there is also a need for sanctions to respond effectively to unacceptable behaviour and to protect the security and stability of the school community. In order to respond effectively to undesirable behaviour NIS has developed a range of sanctions. The sanctions can be seen as applied to each of the levels 1 – 4.

Sanction Level	
LEVEL 1	Verbal warning / reprimand
	5 minute time out
	Discussion with student
	Movement within class
	Parents contacted
LEVEL 2	Break time detention
	lunchtime detention
	Activities Suspension
	Removal of privileges
	Community service
	On 'Yellow Report'
	On 'Red Report'
	After School Detention
	1-5 Days Internal / External suspension
	Parents Interviews
LEVEL 3	Behaviour modification contracts
	Parents Interviews
	Final Warning Signed by Parents
	Student File Sent to BOT
LEVEL 4	Permanent exclusion*
	Expulsion*

All parents are expected to support the school in the application of such sanctions, as and when students have been proven to violate the NIS Code of Conduct. Students in G10 – 12 will be required to sign a contract which stipulates how they are to engage themselves in study.

Parental Responsibility

The positive contribution that parents make to a school and their child's engagement in learning is vital to the success of the school and every student. Without parental cooperation and commitment to the values of the school / home partnership, the positive impacts of the learning process cannot be maximized. Parental attitudes to the school in particular and the education system in general will shape and influence student attitudes. Specifically,

- 1) The level of parental respect for school employees / policies influences the development of student respect.
- 2) The extent of parental co-operation with the school will influence student co-operation.
- 3) The manner in which parents treat the school employees as professional people will influence student behaviour

Offensive and / or aggressive behaviour towards staff is unacceptable, and incidents of such behaviour may result in the school refusing re-enrolment. NIS relies on full parental cooperation, to help set the example for our students to follow.

Parental Responsibility {Fees}

All parents are requested to adhere in full to the fee schedule and terms and condition, located on the NIS Website as follows

- <http://www.nadaschool.edu.sa/admission/fees.html>
- <http://www.nadaschool.edu.sa/admission/terms.html>
- <http://www.nadaschool.edu.sa/admission/applications.html>

All parents are expected to adhere to the payment deadlines.

In the event where parents fail to meet the deadlines NIS reserves the right to

- a) Prevent children from taking the end of term examinations and not issuing a report card as a result
- b) Withhold any report cards and certificates.
- c) Remove all school text books from the child.
- d) Revoke access to all NIS ICT tools, such as Class Dojo, Show My Homework and Mathletics.
- e) Send school representatives to the place of work of parents.
- f) Take legal proceedings against parents.
- g) Refuse readmission.

Parents' Code of Conduct

The majority of parents at NIS are very supportive and respectful, however all parents are required to adhere to the following conditions when communicating with any NIS member of staff, which is an acknowledgement of acceptance on enrolling their child at NIS:

The parent shall:

1. Recognize the professional status of all teachers / administrators at NIS.
2. Engage in dialogue which is a two-way process which involved both speaking and listening to the other person. Allow the other person to respond to concerns without interrupting.
3. Listen to the responses provided by teachers / school leaders and regulate your emotional response to ensure it remains respectful and calm.
4. Do not raise your voice, shout at NIS staff or use inappropriate language. This will not be tolerated by any member of staff at NIS and will result in either the meeting or phone call ending immediately. If at school you will be asked to leave the premises.
5. Recognize a teacher's professional integrity in all communications.
6. Communicate with all NIS employees in an honest, open and respectful manner.
7. Encourage your child to respect NIS school community members.
8. Support NIS in applying all school policies.
9. Sign up to the school parent portal – ENGAGE to receive important communications, reports etc.
10. Address issues personally, without anonymity and not through a third party.
11. Instil a positive work-ethic in children, encouraging responsibility and accountability.
12. Regularly monitor homework diaries to ensure homework completion to a high standard and sign the planner weekly.
13. Assist students to become organized with homework and projects
14. Ensure that the child does their own work – not the parent.
15. Be prepared to establish the facts, and listen before jumping to conclusions.
16. Ensure all communication with NIS employees is directed through the school.

17. Parents must not telephone NIS employees in their homes or on their mobile phones to discuss any school / child related issue.
18. Refrain from joining parent social media groups to make group complaints about the school or individuals
19. Adhere to the procedures when dealing with an academic and non-academic problems.
20. Ensure that your child is prepared for class, punctual and has high levels of attendance.
21. Ensure that sick children are kept at home, rather than sent to school.
22. Provide the necessary documentation for leave requests in advance and not turn up to the school to take your child home early.
23. Complete the school reenrolment form on time or risk losing places for the following academic year.

School Transport

Normal school rules apply to all bus students and must be followed. In addition, all students are expected to:

- Behave responsibly and remain seated throughout the journey.
- Be prompt to the buses. Students, who are late for the bus, will be left behind.
- Supervisors will not wait for more than one minute for any children
- Obey the instructions of the driver / bus supervisor without question.
- Refrain from noisy or rowdy behaviour.
- undertaken by the Bus Coordinator.
- Follow the instructions of all adults on the buses and behave respectfully
- Occupy the seat which the driver / bus supervisor assigns to them.
- Only disembark the bus at the school and their assigned pick-up and drop off points.
- Only ride on their bus. NO switching or riding other buses is allowed unless

Students who become serious disciplinary problems on school buses shall be reported to the Bus Coordinator and may have their riding privileges suspended / terminated. In such cases, the parents of the student become responsible for seeing that their children get to and from school safely. Students are not allowed to rearrange transport details, unless this involves being collected / delivered to school by a parent. Children who use buses for transportation purposes cannot switch buses or invite friends to travel with them on buses. Parents are responsible to make arrangements with the families of friends to transport children to and from different locations. NIS cannot entertain such arrangements. Additionally, parents are requested to treat drivers and school employees with respect. This is essential for all parents to observe.

Please note that whilst NIS makes every effort to accommodate children on buses the decision for any types of transportation requests rests with the Bus Coordinator. He has the final decision in all transport related matters. No one way transport is available.

ICT PROVISION AND ACCEPTABLE USE POLICY

NIS provides students with access to a range of IT equipment and has an acceptable use policy (AUP) which all students are required to follow. Students and parents are required to sign the form for acceptable use.

The AUP policy is designed to protect our users, technology systems, and Nada International School from inappropriate or unlawful use, objectionable material, or other acts that may be damaging or harmful. Use of the computers and technology at Nada International School is considered to be a privilege. Privileges come with responsibilities. Users of our computer system and network will maintain their privileges by complying with Nada International School's AUP as stated herein. Users will be required to complete and sign the agreement form, which will be kept on file at Nada International School.

BRING YOUR OWN DEVICE POLICY

The **Bring Your Own Device** initiative ensures students learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In order to achieve this, we want to ensure that every pupil can be connected to the school's electronic resources throughout the school day, within the school and beyond. This means that each pupil should have an access to device available at any time. We require that pupils own and bring an appropriate mobile device to school.

An important component of B.Y.O.D will be education about appropriate online behaviours. We will review cyber-safety rules with students frequently throughout the course of the school year and will offer reminders and reinforcement about safe online behaviours. In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices. The use of technology is not a necessity but a **privilege**.

Definitions:

Electronic Devices shall include all computing devices that can take photographs; record audio or video data; store transmit or receive messages or images; or provide a wireless connection to the Internet. Examples of these devices include, but shall not be limited to desktops, laptops, tablets, smartphones, e-readers, as well as any technology with similar capabilities.

Digital Citizenship is the norms of responsible behaviour related to the appropriate use of technology. At NIS, we focus on the three pillars, these are -

1. Digital Literacy – How we protect ourselves
2. Digital Civility – How we protect each other
3. Information Literacy – How we protect content

User is any individual granted authorisation to use electronic devices. Users may include students, parents, staff, volunteers, visitors, contractors, or individuals employed by service providers.

Authorized Use of Electronic Devices:

Electronic devices brought to school shall be restricted to educational and administrative purposes in approved locations and times under the supervision of school personnel. Authorised users shall: -

- Use electronic devices in accordance with the expectations set forth in the school Code of Conduct and **Acceptable Use Policy (AUP)** policy;
- Comply with guidelines set by school personnel for the use of electronic devices while on school property or while engaged in a school-sponsored activity;
- Take photographs and audio/video recordings only with a person's consent and when authorised by school personnel for educational purposes;
- Access the school network using approved infrastructure only.

Device Types

We do not specify a particular brand or model that pupils must use. We do specify the minimum features that devices need to make them suitable for learning activities, in and beyond the classroom. They also need to be and safe and convenient to use on the school Premises and easy to move around with.

Guideline - the minimum requirement:

Device

- Mobile Internet Access: Wi-Fi
- Weight: less than 7lbs/3.2Kg
- Battery life: 6 hours plus
- Appropriate Screen size: between 9" x 7.5" and 15" x 11"

Software / Apps

- **A web-browser:** All online devices already include a web browser like Safari, Internet Explorer, Firefox or Google Chrome. Most web browsers on mobile devices can be downloaded free of charge.
- **MS Office**
- **Essential security software:** Most mobile device are installed with security apps. This should be active and working.

Responsibilities

All Users are responsible for:

- Ensuring electronic devices are used in accordance with school policies and procedures;
- Caring, maintaining, securing, and storing electronic devices;
- Preserving privacy of accounts, login names, passwords, and/or lock codes to maintain security of electronic devices and data;
- Nada international School will have no liability for damage
- Ensuring devices are fully charged. Nada International School will not provide charging points for any users.
- Registering their electronic device with the school as per the school procedure that has been communicated.