



شركة تنمية نفط عُمان  
Petroleum Development Oman LLC

# PDO School

*Established 1966*



**PROSPECTUS**

*“Passion for Learning”*

# **WELCOME TO PDO SCHOOL**

## *“Passion for Learning”*

This Prospectus contains essential information about PDO School; general organisation information, the education and care we provide for our pupils, and our partnership with parents. It also provides information about how we monitor and seek to improve the standard of education we provide.

The Prospectus follows the guidelines in the Handbook for Educational Management for Shell Schools.

Each year you will also receive a Curriculum Outline (Leerstofoverzicht) for your child’s class, and an additional Parents’ Handbook containing a list of staff, a calendar of events, timetables and information contained in the School Improvement Plan.

You will notice, as you read the information, that some paragraphs are written in Dutch. This is necessary for our Prospectus to conform to the requirements of the Dutch government.

We do hope you find the information useful.

*At PDO School we have an ‘Open Door’ policy. We ask that parents involve themselves in the life of our school and we always welcome comments and feedback on school issues.*

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

Best wishes,

Peter Wassink  
Juliette van Eerdewijk

**1<sup>st</sup> printed July 2004**  
**3<sup>rd</sup> Revision September 2010**  
**4<sup>th</sup> Revision August 2011**

### **PDO School Mission Statement**

*The mission of PDO School is to foster a passion for learning by providing all the children in our care with a nurturing yet challenging environment in which they strive to reach their full potential.*

### **PDO School Vision Statement**

*Our vision is for PDO School to be the International school of first choice in Oman for the children of all expatriate PDO employees.*

### **PDO School Objective**

To provide high quality primary education for the children of expatriate Senior Staff of PDO.

### **PDO School Aims**

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

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

**PDO School is a learning focused school. We talk about what children are learning, rather than what they are 'doing'. Activities and tasks are designed to enhance children's learning; to help each individual child take his or her next step in that process.**

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# 1 GENERAL ADMINISTRATION INFORMATION

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

## 1.1 School Contact Details

### Postal address:

**PDO School  
PDO LLC, HRP/41  
PO Box 81  
Muscat 100  
Sultanate of Oman**

<b><u>Telephone:</u></b>	<b>Pre-Nursery</b>	<b>-</b>	<b>246 77813</b>
	<b>Secretary</b>	<b>Rabia'a</b>	<b>246 77279</b>
	<b>Headteacher</b>	<b>Peter Wassink</b>	<b>246 77275</b>
	<b>Deputy Headteacher</b>	<b>Juliette van Eerdewijk</b>	<b>246 73460</b>
	<b>School fax number</b>	<b>-</b>	<b>246 75427</b>

### E-mail:

**Julia.JV.VanEerdewijk@pdo.co.om**

## 1.2 Admission

The purpose of the school is to provide primary phase education for children of PDO expatriate staff from age 3 to age 11 (3 - 12 in the Dutch Stream).

The cut-off date for admission in each year group is 31<sup>st</sup> August. It is very rare that children are placed in a year group that does not correspond with their age.

*Any arrangements that deviate from the above are considered on an individual basis and are solely at the discretion of the Headteacher.*

### **Pre-Nursery Admission**

In September for children whose 3<sup>rd</sup> birthday falls between 1<sup>st</sup> September and 31<sup>st</sup> December.

In January for children whose 3<sup>rd</sup> birthday falls between 1<sup>st</sup> January and 30<sup>th</sup> April and

In April for children whose 3<sup>rd</sup> birthday falls between the 1<sup>st</sup> May and 31<sup>st</sup> August.

### **Nursery Admission**

In September

Children whose 4<sup>th</sup> birthday falls between 1<sup>st</sup> September and 31<sup>st</sup> December.

In January

Children whose 4<sup>th</sup> birthday falls between 1<sup>st</sup> January and 31<sup>st</sup> August will join the International Nursery class.

In January for children whose 3<sup>rd</sup> birthday falls between 1<sup>st</sup> January and 30<sup>th</sup> April will join the Dutch language Stream Nursery and

In April for children whose 3<sup>rd</sup> birthday falls between the 1<sup>st</sup> May and 31<sup>st</sup> August.

### 1.3 School Hours

The school hours are 08.00 – 14.00 from Saturday to Wednesday, including a morning snack and lunchtime. In more detail the hours are as follows:

Day	Pre-Nursery Classes	Nursery Classes	P1 Classes	P2 – P8 Classes
Saturday	08.00-11.30	<b>08.00-11.30</b>	08.00-14.00	08.00-14.00
Sunday	08.00-11.30	08.00-14.00	08.00-14.00	08.00-14.00
Monday	08.00-11.30	<b>08.00-11.30</b>	<b>08.00-11.30</b>	08.00-14.00
Tuesday	08.00-11.30	08.00-14.00	08.00-14.00	08.00-14.00
Wednesday	08.00-11.30	<b>08.00-11.30</b>	08.00-14.00	08.00-14.00

For Pre-Nursery a typical school day would be:

- 8.15 – 9.20 free play, activities introduction, structured activities & toilet break
- 9.20 – 10.10 outdoor play, snack, toilet & story time
- 10.10 – 10.55 structured activities
- 10.55 – 11.10 outdoor play
- 11.10 – 11.30 song time & stickers, toilet break, what have we learnt today?
- 11.30 home time

For N – P8 a typical school day would be:

- 08.00 – 10.00 Session 1 - Lessons
- 10.00 – 10.20 Break
- 10.20 – 10.30 Snack
  
- 10.30 – 11.30 Session 2 - Lessons
- 11.30 – 11.50 Break
- 11.50 – 12.10 Lunch
  
- 12.10 – 14.00 Session 3 - IPC lessons

The Headteacher is guided by the Handbook of Management of Shell Schools when calculating the teaching hours per year. Children should receive at least 1000 teaching hours (*approximately 180 days per year*). Normally our school year covers approximately 1015 hours, but slight variations are possible due to local holidays. It should be noted that children in the Nursery to Primary 4 classes are expected to complete approximately 880 hours a year.

### 1.4 Attendance

It is expected that each child attends every school day throughout the year. If your child is not able to attend due to illness, please inform the school by telephone.

We strongly discourage families from taking holidays during term time. If this cannot be avoided, please arrange to discuss with the Headteacher or Deputy Headteacher.

This then needs to be followed up in writing, either letter or email.

A record of each child's attendance is kept and summarised in their Reports.

## **2. THE LEARNING**

PDO School is a Learning Focused school. Everything we do is focused on or linked to how we can improve children’s learning. For information on how we support children with learning needs (including English in the International Stream for non-native speakers), please see **5.6 Learning Support**.

To help you get a clear picture of what that means in our school, the following is taken from our Learning and Teaching Policy.

### **The Foundations of Learning and Teaching at PDO School:**

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

<b>Principles of Learning</b>	<b>Principles of Teaching</b>
<p>At PDO School we believe learning is most effective when learners:</p> <ul style="list-style-type: none"> <li>• invest in the value of learning</li> <li>• are actively involved</li> <li>• are given a safe space to rehearse</li> <li>• can use the appropriate subject vocabulary or key words</li> <li>• can use the language of learning and demonstrate their learning in a variety of ways</li> <li>• are given the opportunity to reflect</li> <li>• can transfer the new into a variety of different situations</li> <li>• negotiate risk</li> <li>• make meaningful choices</li> </ul>	<p>At PDO School we believe teaching is most effective when teachers:</p> <ul style="list-style-type: none"> <li>• focus on beneficial learner outcomes</li> <li>• plan to meet those outcomes</li> <li>• scaffold (i.e. build up in small steps) meaningful challenge</li> <li>• utilize the Accelerated Learning Cycle</li> <li>• share learning processes</li> <li>• provide a clear sense of structure and purpose</li> <li>• actively involve learners through a variety of teaching styles</li> <li>• connect learning to the world beyond the classroom</li> <li>• build from what is already there</li> <li>• can use the language of learning and activate learning in a variety of ways - VAK (Visual/Auditory/Kinaesthetic)</li> </ul>

<b>Our Learning Outcomes</b>	<b>Our Learner Outcomes</b>
<p>At PDO School our learning outcomes affect more than the behaviours of learners. We aspire to enhance the learning experience of all those involved.</p> <p>To this end we consider the learning needs of:</p> <ul style="list-style-type: none"> <li>• individual and groups of learners from a variety of nationalities and cultural backgrounds</li> <li>• individual adults who support the learning of learners</li> <li>• groups of adults who support the learning of learners</li> </ul>	<p>At PDO School we aspire to develop all learners, through the IPC Personal Goals, to be:</p> <p><b>Adaptable:</b> Know about a range of views and cultures, cope with unfamiliar situations and explore new roles, ideas and strategies.</p> <p><b>Communicators:</b> Use a variety of tools and technologies to aid in communication, make their meaning plain using verbal and non-verbal communication and communicate in more than one language.</p> <p><b>Co-operative:</b> Work alongside and with others, understand different roles in a group and be able to adopt different roles.</p> <p><b>Investigative:</b> Ask and consider searching questions, plan and carry out investigations and collect reliable evidence.</p> <p><b>Moral:</b> Know about the moral issues connected with their studies, respect other standpoints and develop their own standpoints.</p> <p><b>Thoughtful:</b> Use a range of thinking skills to solve problems, consider alternative points of view, reflect on what they have learned and identify their own strengths and weaknesses.</p> <p><b>Resilient:</b> Stick with a task, cope when unsuccessful and try again.</p> <p><b>Respectful:</b> Know about the varying needs of people, living things and the environment. Show respect for people, living things and the environment.</p>

## Strategies

Our Learning and Teaching Strategies focus on three areas:

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

For each focus area we use a range of agreed, accessible and carefully considered strategies. These are appropriate for the age and ability of the children.

For your information, the details most relevant to parents are included below in *Creating the Climate for Learning*. The content of *Structuring the learning experience* and *Supporting the learning experience* is available on our Learning board in the front entrance of school.

### **Creating the climate for learning**

#### **a. BASICS**

At PDO School we use the BASICS model to help us create and sustain positive, supportive and challenging environments for learning. At all times we want learners to feel secure enough to take learning risks.

- **Belonging** - we encourage involvement through a range of accessible experiences.
- **Aspiration** - we help learners see a purpose to their learning.
- **Safety** - we free learners from physical and psychological intimidation.
- **Identity** - we recognise individuality.
- **Challenge** - we gradually build challenge.
- **Success** - we capture successes and build on from them.

#### **b. Focus on building positive learning relationships**

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

#### **c. Healthy environments**

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

#### **d. Involvement of parents and others**

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

#### **e. Planning**

In planning lessons we do so using the Accelerated Learning Cycle. We share the planning process as a community of learners and we use the planning process to progress our own development. Our planning focuses on what is best for the learners. It takes into consideration multiple intelligences and learning styles. We take time and professional interest in planning.

### **3 PARENTS AS PARTNERS**

*The school operates an 'Open Door' policy to encourage an open dialogue between teachers and parents for the benefit of all children's education. Please keep in regular contact with your child's teacher and with the Headteacher or Deputy Headteacher and we hope you feel free to share successes, ideas and concerns with us openly.*

#### **3.1 Your Child**

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

#### **3.2 Parent - Teacher Meetings**

There are Parent - Teacher meetings throughout the year for Nursery to P8. The first is a General Information Evening held at the beginning of the academic year, which is a chance for the Class Teacher to meet with all the parents together and pass on information relevant to their class. It is supported by a written Curriculum Outline for that class.

Individual Parents' Evening Appointments are held approximately half way through each term, usually after about 6 weeks of learning. These meetings are 10 minutes long and focus on the child's individual learning progress.

Reports are sent out in the last week of each term. Parents then have the chance to discuss the Reports in optional appointments with their child's teacher, should they wish.

For Pre-Nursery, there will be a General Information Evening at the beginning of the school year and an Open Evening each term so you can see the learning that has been taking place. There are daily informal opportunities to discuss your child's progress. There are no written Reports for the Pre-Nursery.

#### **3.3 Sharing the Learning**

Each term there are opportunities for parents to become involved in the learning itself. This could be for an Entry Point to a Unit of Work, or for specific activities related to it. Exit Points also often include parental involvement, either to visit an exhibition or to participate in the final learning activities.

There will also be many learning activities that take place at home and we hope parents involve themselves fully in these.

Our teachers will always be glad to give parents ideas of how they can contribute to, and support, their child's learning at home.

#### **3.4 Volunteers**

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

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

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

### **3.5 Working in School**

In addition to our core team of teachers, we are pleased to have a number of Supply Teachers available to us.

Supply Teachers are fully qualified teachers and are therefore able to take a class of children when, for example, their teacher is off sick or on a training course. This provision is dependent on the availability of such teachers.

We also have a group of Class Assistants working in certain classes. They are not usually fully qualified teachers but may be very experienced and/or offer a long-term commitment to supporting the children's learning in school.

For both Supply Teachers and Class Assistants, there is always an initial trial period before any firm arrangements are made. Any parents interested in working in school in either capacity should contact the Headteacher or Deputy Headteacher.

### **3.6 Parent Teacher Association**

There is an active Parent Teacher Association which also provides opportunities for parents to work together for the benefit of all the children. The school encourages a diverse cultural mix of parents on the PTA committee which consists of elected members, two class teachers and the Headteacher or Deputy Headteacher. Meetings are held each term. There are opportunities for all parents to support the committee throughout the year.

Information about the current PTA is available in your Parents' Handbook.

The objective of the Parent Teacher Association is to support PDO School in furthering the well being and education of the children by any means at its disposal, including, but not restricted to:

- Helping, together with teachers and parents, to provide an optimum & enjoyable learning environment, by organising activities and celebrations in school.
- Working hard to create and uphold an inclusive parent community.
- Consulting parents, teachers and/or school, as PTA deems necessary.
- Initiating and developing ideas and proposals which add value to the school environment.

#### Specific role of the PTA for Parents:

- Be an active ambassador for PDO School
- Promote opportunities to involve parents in school

The PTA is self-supporting, funded by parents' contributions. It is not a fund-raising body. Supplementary external funding is possible, if approved by both school management and PDO.

### **3.7 Communication**

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

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

### 3.8 Management of Concerns

At PDO School we acknowledge that, from time to time, parents may wish to express concerns about specific aspects of their child's education.

We are always happy to look into these concerns.

Please note that, for the Class Teachers, it is important that even informal discussions take place outside of their teaching time.

***Please make the Class Teacher your first point of contact***

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



*In the event that the concern is not dealt with satisfactorily, please contact the Headteacher or Deputy Headteacher*

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

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



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

If, in the unlikely event, the circumstances of your concern mean you feel it would be inappropriate to deal with a major issue via the steps outlined above, the Shell Head of Education Services in The Hague may be contacted for advice.

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

The Leadership and Management Team seeks advice on many issues from HRO and the Shell Head of Education Services and keeps them informed of developments within our school.

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

## 4 THE CHARACTER OF THE SCHOOL

### 4.1 Background

PDO School is a Shell Primary School that was founded in 1966 to provide education for the children of expatriate PDO employees of all nationalities. The school is in the strong position of having both a Dutch Language Stream and an International Stream, the latter of which currently represents around 24 nationalities.

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

We aim to provide a high standard of education so that our pupils can fit smoothly into either an international or base country school system, on their transfer to another area.

Children from many parts of the world attend the school. We recognise, and try to take advantage of, the valuable contributions different cultural backgrounds can make to the education of every child in our school. We make every reasonable effort to adapt to meet specific requirements for children of all nationalities.

#### **4.2 HSE - Health, Safety and Environment**

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

The school has an annual Safety Plan, which is reviewed regularly and incorporates regular checks, training and evacuation practices. Safety issues are discussed in staff meetings. Each term, there is an HSE focus week during which a theme is explored and promoted throughout the school to raise awareness of important issues.

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

**Evacuation procedures** are displayed in every room in school and planned emergency evacuations are held three times a year.

Potential and actual **accidents/incidents** are recorded on tracking sheets and analysed. **Targets** are then set.

**Incident Reporting and Investigation** procedures follow PDO Company policy.

**Buildings and Grounds maintenance** and safety issues are the responsibility of the Headteacher and Deputy Headteacher.

**IF YOU ARE VISITING THE SCHOOL AND HEAR THE ALARM, YOU ARE REQUIRED TO LEAVE THE BUILDING IMMEDIATELY USING ONE OF THE DESIGNATED FIRE EXITS OR ENTRANCE DOORS, AND MEET ON THE FAR SIDE OF THE FIELD UNTIL THE ALL CLEAR IS GIVEN.**

#### **4.3 Car Park Arrangements**

The school has strict guidelines for the use of the school Car Park and these arrangements are in place primarily for the **safety of our children**.

**WE ASK FOR YOUR FULL CO-OPERATION AND SUPPORT IN FOLLOWING THESE ARRANGEMENTS, IN LINE WITH COMPANY INSTRUCTIONS.**

### **All Parents**

The security guards will close the barrier once the car park is full. Please do not wait in front of the barrier when it is down.

There is plenty of additional parking space available next to the Golf course, in the Club overflow car park and behind Dolphin House.

- **In the interest of safety, please ensure that seatbelts are always worn before leaving the school car park.**
- **Please only drive at walking pace in the car park area.**

### **Pre-Nursery Parents**

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

### **N- P 8 Parents**

We ask you to drop your child(ren) off no earlier than 7.45 am as teachers will only be on duty and responsible for the children from that time.

You may park your car and accompany your child(ren) into school or, if they are able to exit the car safely without your help, you may use the drop-off lane. Please drive to the far end of the drop-off lane before stopping. There is a path which must be used to reach the front gate.

Children are not allowed to cross the car park unless accompanied by an adult.

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

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

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

## **4.4 Security**

**Arrangements are in place for parents/guardians/escorts/drivers and other visitors coming to PDO School.**

**Please have your PDO ID card with you at all times, ready to present at the gate.**

If you do not have a PDO ID card, you should obtain a *Temporary Visitor Permit* from PDO School, which can be valid for up to 1 year.

*Temporary Visitor Permits* are available at the school's security desk, inside the main building. A passport photograph is required for this pass. Occasional visitors can obtain a *One-Day Pass*, also at the school's security desk.

### **Coming in to school**

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

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

### **After School Hours**

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

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

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

### **School Functions**

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

## **4.5 Rules – 'Helpful Habits' in PDO School**

***PDO School is a caring school. We believe in speaking to children with respect, kindness and consideration. We focus on desired behaviours and use positive language to achieve these.***

At PDO School we have high expectations of the children in terms of their behaviour.

There is a set of guidelines called 'Helpful Habits' posted in and around the school. Teachers will guide new children when they arrive and refer to the guidelines during the year as the need arises.

Members of staff recognise and praise good behaviour as an incentive to others.

**Please try to reinforce these habits yourself whenever possible.**

***We are friendly and helpful to others***

***We respect each other and are polite***

***We walk quietly and sensibly when inside***

*We are tidy and look after the things around us*

*We play together and share together*

*And....*

*We always try to do our best*

## **5 THE CARE OF OUR PUPILS**

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

### **5.1.A New Pupils**

New families arriving from overseas are sent information regarding the school by email before they arrive, whenever possible.

Upon arrival, families meet with the Headteacher (Dutch Stream) or Deputy Headteacher (Head of International Stream) to discuss admission, then visit the class teacher and children if possible, and have an introductory tour of the school.

The classroom is prepared for the new arrival and a child is assigned to be their special friend, or ‘buddy’, during the first few weeks.

Records and reports from previous schools, if available, are reviewed by the Head of Dutch or International Stream and passed to the class teacher.

On the first morning in school, we suggest that families arrive a little earlier to find the classroom and parents are most welcome to see their child is settled before the beginning of the school day.

In the first week new arrivals are assessed in Language and Maths and this is used to measure the child’s progress from the date of admission.

### **5.1.B Nieuwe leerlingen**

Een eerste officieuze aanmelding van nieuwe leerlingen vindt meestal plaats via de personeelsafdeling van de werkmaatschappij. De formele aanmelding geschiedt direct na aankomst in Oman bij een bezoek aan de school. De ouders ontvangen dan een aanmeldingsformulier waarop zij gegevens van de leerling en zijn/haar ouders kunnen invullen.

Van de ouders wordt verwacht dat zij bij aanmelding het leerlingdossier afgeven, dat zij bij vertrek van de vorige school hebben ontvangen. Daarin kunnen onder andere zijn opgenomen:

- het onderwijskundig rapport;
- recente toetsgegevens van het leerlingvolgsysteem;
- het schoolrapport;
- bewijs van uitschrijving vorige school;
- eventueel een handelingsplan.

De nieuwe leerlingen en hun ouders worden ontvangen door de directie. Zij worden de school rondgeleid, ook om met medeleerlingen en de nieuwe groepsleerkracht kennis te maken. Tevens ontvangen zij de map met de schoolgids en met andere informatie over de school. De leerkracht zorgt voor de opvang van het nieuwe kind binnen de groep en stelt de ouders na 2 weken op de hoogte van de eerste aanpassing van de desbetreffende leerling.

## **5.2 Follow-up support.**

New children are welcomed in the next Newsletter.

They are assigned a 'buddy' in their new class who will help them settle in.

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

## **5.3 Going to the Pre-Nursery**

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

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

Going to Pre-Nursery may mean children will get new stimuli without their parents for the first time - older children are able to express their feelings when they come home but little ones are not always able to do so.

There is a pleasant and comfortable atmosphere where the children often carry out activities that are less easily organised at home. e.g. water play, sand play, painting and play dough

Little by little the child learns how to take care of others and behave in a social context. Games in circles, role-play and group activities will enable the children to see how to behave in a sociable manner. In this respect the Pre-Nursery is a perfect stepping stone to Primary School.

### **5.4.A Care of the Younger Child**

Children who enter the Pre-Nursery and Nursery groups will follow a curriculum based on the International Primary Curriculum. Children will begin these groups at different points during the year and it is expected that they will have different abilities and experiences. Each child will be encouraged to develop their learning through exploring. Children are given ample opportunities for play and choice so that their transition from Pre-Nursery to Nursery is a positive experience. The classroom is quite large and has a number of areas for role-play and active exploring.

We appreciate that there can be a wide range in ability and some children are encouraged to undertake more difficult tasks when the teacher believes they are capable.

#### **5.4.B De zorg voor het jonge kind**

Kinderen die voor het eerst naar school gaan verschillen vaak erg in onderwijsbehoeften. Door de gedifferentieerde werkwijze in de Pre-Nursery DN en DP1 en 2, waarbij aan de hand van spel-, leer- en ontwikkelingsmaterialen leerlijnen zijn opgebouwd, en door het gevarieerde activiteiten aanbod met veel aandacht voor de taalontwikkeling, kan het jonge kind zich ontwikkelen vanaf het reeds bereikte ontwikkelingspunt. Het is de taak van de groepsleerkrachten van DPN, DN, DP1 en 2 deze ontwikkelingspunten vast te stellen en daarop voort te bouwen. Zo nodig vindt hierbij collegiaal overleg plaats.

De ontwikkeling van de basisvaardigheden op het gebied van taal en lezen wordt uitgelokt door de inrichting van hoeken. Kinderen hebben de mogelijkheid in de lees/schrijf-/stempelhoek in aanraking te komen met voorbereidende en aanvankelijke lees/taalactiviteiten. Indien het kind eraan toe is wordt een begin gemaakt met het aanvankelijk leesproces (bijvoorbeeld het aanleren van letters en het oefenen van deelvaardigheden)

Leeractiviteiten die gericht zijn op de ontwikkeling van kennis van de wereld om ons heen zijn gebaseerd op het 'Early Years' programma van het IPC. Meer informatie hierover is te vinden in het leerstofoverzicht voor de groepen DPN, DN en DP1.

#### **5.5 Transition**

There are familiarisation opportunities for all children who transfer to the Pre-Nursery and Nursery classes during the year. Initially, the teachers from Pre-Nursery and Nursery visit the children in their current setting (Karavaan or Pre-Nursery). Then there is an opportunity for the children to visit their new classroom for 20 minutes or so, with just their Mum or Dad, one afternoon when there are no other children present. During this time they can explore the environment together, play with some toys and talk about what will happen when the child moves to the class.

This is followed by an organised transition morning when the children go as a class to either the Pre-Nursery or Nursery, whichever they are due to join.

#### **5.6.A Learning Support**

At PDO School a team of teachers provides support for all children with specific learning needs.

In the International Stream there is a full time Learning Support Coordinator who teaches the children individually, or in groups. She is responsible for liaising with the class teacher on a regular basis and overseeing the provision of an Individual Education Plan. She has weekly meetings with the Head of Stream, is in regular contact with the parents of children in her care and also holds separate Parents' Evening meetings.

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

Parents may seek the support and advice of the Learning Support Coordinator if considering having their child assessed by an external agency. For UK

families, this can be arranged through Fieldwork in the UK and the testing ideally takes place during a family's leave period.

Children who show exceptional ability in one or more areas will also be provided for by means of Individual Educational Plans which will aim to improve attainment and provide extension.

### **English as an Additional Language**

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

### **5.6.B Leerlingen met specifieke leerbehoeften**

Leerlingen met speciale leermoeilijkheden krijgen aandacht op het niveau van hun individuele problematiek. De groepsleerkracht is hiervoor als eerste verantwoordelijk. De groepsleerkracht wordt hierin indien nodig bijgestaan door een van de remedial teachers. Om communicatie tussen alle betrokken partijen zo soepel mogelijk te maken is een Interne Begeleider aangesteld die de leerlingenzorg coördineert en ook de resultaten uit het leerlingvolgsysteem analyseert. De remedial teachers, de interne begeleider, en de leerkracht hebben regelmatig overleg over de voortgang van de speciale leerlingenzorg. De interne begeleider heeft wekelijks overleg met de directeur over de leerlingenzorg.

Hiernaast hanteren we de volgende middelen om ervoor te zorgen dat de kwaliteit van de leerlingenzorg verankerd blijft in de dagelijkse praktijk en open blijft staan voor verbetering:

- bespreking signaleringstoetsen uit het leerlingvolgsysteem
- leerlingbesprekingen
- analyseren van toetsgegevens

De procedure die gevolgd wordt indien er leerproblemen, lichamelijke problemen of sociaal- emotionele problemen met een kind zijn, is als volgt:

Na iedere toetsperiode bespreken de leerkrachten met de interne begeleider de groepsresultaten. Leerlingen met zwakke of zeer goede resultaten krijgen de extra aandacht die zij behoeven. Mocht echter al veel eerder blijken dat een leerling speciale aandacht nodig heeft, dan wordt hulp eerder ingeschakeld.

In overleg met de ouders en nadat ouders daartoe toestemming verlenen, volgt eventueel verder onderzoek (desgewenst door de Stichting NOB). De kosten van dit onderzoek worden door de ouders gedragen, maar zij kunnen worden verhaald bij BUPA voor PDO employees. Na een individueel onderzoek is er op basis van het verslag een gesprek met de ouders en de leerkracht.

De kosten van een vervolgonderzoek worden niet door BUPA vergoed, maar hier kan het HR departement in PDO bijspringen, mits de aanvraag via school is verlopen en is goedgekeurd door de directeur van PDO School.

Een enkele keer kan het gewenst zijn dat het gezin terugkeert naar Nederland, omdat een kind beter speciaal onderwijs kan volgen. De verwijzingsprocedure komt tot stand in overleg tussen ouders, school en Stichting NOB en ontvangende instanties in Nederland.

## **Plaatsing en verwijzing van leerlingen met specifieke behoeften**

Zittenblijven wordt zoveel mogelijk vermeden. Het gebeurt doorgaans alleen wanneer de leerresultaten en de ontwikkeling van een kind opvallend achterblijven bij die van de meeste klasgenoten en de school hiervoor geen andere oplossing gevonden heeft. Wel wordt wel eens overgegaan tot de zogenaamde kleuterperiodeverlenging indien een kind nog zo jong en speels van karakter is dat het plaatsen in DP3 niet wenselijk is. Een groep overslaan gebeurt alleen wanneer de resultaten van het kind opvallend boven de norm uitsteken en het kind ook vanuit sociaal-emotioneel oogpunt zo'n overgang aankan. (Hoog)begaafde leerlingen worden zoveel mogelijk op hun eigen niveau begeleid, door de inzet van aanvullende leermiddelen en leeractiviteiten. Dit kan in sommige gevallen leiden tot verplaatsing naar een andere groep. Mochten zittenblijven, kleuterverlenging of verplaatsing overwogen worden, dan wordt dit altijd in overleg met de betreffende ouders besloten.

## **6 THE EDUCATIONAL ORGANISATION**

### **6.1 The Teaching Staff**

Our full-time teachers are recruited through the UK and the Netherlands with the assistance of Fieldwork Education Services and Stichting Nederlands Onderwijs in het Buitenland. Vacancies are advertised and a job profile is provided which is then matched to a number of applicants. A short list is compiled in consultation with the educational advisors and interviews are held. Teachers must hold the relevant teaching qualification and have a minimum of four years experience.

If a teacher is ill, the school will seek a temporary replacement through one of the suitably qualified support staff. If this is not possible, classes may be merged.

### **6.2 Staff Development**

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

The Headteacher and Deputy Headteacher attend the annual Shell Schools Conference where relevant issues are discussed and training is provided.

### **6.3 Staff Responsibility**

Teachers are given areas of responsibility concerning curriculum and organisational tasks. Tasks are divided equally with reference to teacher's own experiences and interests. Teachers also run an After School Activity for a minimum requirement of two terms.

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

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

#### **6.4.A Curriculum**

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

From N- P8, the pupils benefit from learning together using the International Primary Curriculum (IPC), a curriculum for the 21<sup>st</sup> century, especially developed for Shell schools and used throughout the world in International primary schools.

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

At PDO School the International Stream follows the English National Curriculum for Literacy and Numeracy whilst the children in the Dutch Language Stream follow the Dutch curriculum for language and maths.

All other subjects are taught through the IPC with additional weekly lessons in Music and PE and ICT.

The language of instruction in the Dutch Stream remains mostly Dutch, but the children also have the benefit of often collaborating with their peers in the International Stream and learning in English. The older classes also have some of their IPC lessons taught in English.

The IPC is a structured whole-school curriculum. Within the IPC there are explicitly defined learning goals for every curriculum subject and for personal development and international understanding. It helps pupils develop subject knowledge, skills and understanding and builds the development of international understanding into the curriculum, which is a valuable asset in the modern world. Moreover, the IPC takes into account recent educational research about how children learn best.

Before a new unit of work is started, the Class Teacher sends home an information letter which gives details of what the children will be learning in that unit. Very often, the IPC units involve research tasks and others which can be carried out at home with help of parents. We encourage parents to become as involved as possible in these tasks and support their children's learning at every opportunity.

#### **6.4.B Curriculum**

Onze leerlingen hebben het grote voordeel dat ze met hun medeleerlingen in de internationale stroom kunnen samenwerken aan het International Primary Curriculum (IPC). Dit curriculum is speciaal ontwikkeld voor internationale basisscholen.

Wij zijn er trots op dat onze school een 'IPC Founder Member School' is; wij hebben actief bijgedragen aan de eerste ontwikkeling van het IPC.

In de Nederlandse stroom volgen de kinderen onderwijs in taal, lezen en rekenen aan de hand van methoden (lesboeken) die voldoen aan de kerndoelen. Alle andere vakken worden gegeven volgens het IPC. Wel zijn er aanvullende lessen in muziek, lichamelijke oefening en ICT (computers).

Het overgrote deel van de IPC lessen vindt in het Nederlands plaats. In DP5 tot DP8 neemt het aantal lessen dat gegeven wordt in het Engels geleidelijk toe. Hiermee verwachten wij onze leerlingen een stevige basis te geven van 'school Engels' in voorbereiding op een eventuele overgang naar een internationale school hier in Muscat.

Het IPC wordt over de gehele school onderwezen en heeft een nieuwe stimulans gegeven aan de bestaande lespraktijk die in het algemeen al van een hoog niveau was. Centraal in het IPC gelegen zijn de leerdoelen die geformuleerd zijn voor iedere vak. Daarnaast zijn er ook doelen voor persoonlijke en internationale ontwikkeling. Het IPC helpt de leerlingen om hun kennis, vaardigheden en begrip te vergroten. Tevens is het IPC gericht op het verder ontwikkelen van internationale en multi-culturele vaardigheden en kennis, hetgeen waardevolle aspecten zijn in onze tijd. Het IPC maakt ook gebruik van hedendaagse inzichten in hoe kinderen het best leren.

Voordat een nieuw IPC thema (een zogenaamde 'Unit') wordt behandeld, stuurt de leerkracht een informatiebrief naar huis. In deze brief staan de voornaamste leerdoelen vermeld die in het thema aan de orde komen. Het komt zeer regelmatig voor dat in het thema onderzoeksopdrachten aan de kinderen gegeven worden waarbij de hulp van ouders onontbeerlijk is. Wij moedigen ouders aan om nauw betrokken te zijn bij deze activiteiten en waar mogelijk het leerproces van hun kind(eren) te ondersteunen.

### **6.5.A Home Learning**

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

Children will receive work on a regular basis increasing in amount and frequency as children move up through the school.

From IP1 upwards, children will have daily reading homework.

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

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

### **6.5.B Huiswerk**

Vanaf groep 6 wordt regelmatig huiswerk meegegeven . Als regel hanteren we dat het huiswerk op zaterdag wordt opgegeven en dat schriftelijk huiswerk op woensdag wordt ingeleverd. Op die manier blijft het weekend wat het behoort te zijn: een moment van ontspanning. In de hogere groepen kan het een enkele keer voorkomen, dat huiswerk in het weekend mee naar huis gaat.

We hebben de volgende redenen voor het geven van huiswerk:

- het is een belangrijke mogelijkheid de leerlingen te brengen tot een persoonlijke en zelfstandige verwerking van de lesstof;
- wij willen taakbewustzijn bij de leerlingen aankweken met het oog op de hoeveelheid huiswerk die in de basisvorming (voortgezet onderwijs) aan de kinderen wordt opgegeven;

Omdat het tot de taak van de basisschool behoort de leerlingen te leren studeren, zullen we ook regelmatig aandacht besteden aan de juiste aanpak van het huiswerk. Hiervoor geven we de volgende tips:

1. Leerlingen kunnen een huiswerkplanning maken en daarbij rekening houden met verjaardagen en clubverplichtingen;
2. Leerwerk kan beter niet in één keer gedaan worden. Herhaling is de beste leermeester;

3. Leerlingen kunnen met het moeilijkste vakbeginnen, anders komt van uitstel afstel;
4. Leerlingen kunnen netjes en nauwkeurig werken, dit voorkomt slordigheidsfouten.

#### **6.6.A Assessment and Recording Procedures (International Stream)**

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

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

##### **Assessment and Recording Procedures**

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

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

- Formal and informal tests/assessments each term for children from P3 to P8. This involves the professional judgement on the children's day to day learning and is related to learning targets that are clearly identified in schemes of work.
- Assessments in reading, comprehension, spelling, writing and mathematics. The results are used to provide targets.
- Assessments of goals within the IPC units of work.

#### **6.6.B Het leerlingvolgsysteem**

De methode-onafhankelijke toetsen voor spelling, taal en lezen van het leerlingvolgsysteem worden op verschillende momenten in het schooljaar afgenomen. De resultaten over de gehele basisschoolperiode zijn weergegeven in een grafiek, een soort 'groeicurve' voor leerresultaten. Hierdoor is het gemakkelijk te constateren of de leerling goed 'meegroeit', stilstaat of mogelijk onverhoopt achteruitgaat. In de laatste twee gevallen zal de leerkracht een individueel handelingsplan opstellen. Dit gebeurt altijd na intern overleg binnen school, tussen de groepsleerkracht, de interne begeleider en/of directie en/of remedial teacher. Dit plan wordt besproken met de ouders en dan uitgevoerd. Mocht na uitvoering blijken dat het plan nog niet voldoende resultaat heeft opgeleverd, dan zal een nieuw handelingsplan worden opgesteld. Als hierna het probleem niet is opgelost en een bepaalde oorzaak voor het probleem vermoed wordt, dan kan de leerkracht in overleg met de ouders en de directeur een individueel onderzoek aanvragen bij de Stichting NOB. Ook leerlingen met sociaal-emotionele problemen kunnen langs deze weg verwezen worden naar de Stichting NOB. Op school zal getracht worden deze kinderen zo goed mogelijk te begeleiden.

Op de volgende tabel kunt u de toetsen en afnameperiode van het Cito-leerlingvolgsysteem:

## Leerlingvolgstelsiem; Toetsoverzicht van de belangriekste Cito toetsen:

	Rekenen-wiskunde	Spelling SVS – 1,2,3	Begrijpend lezen	Leestehniek/leestempo DMT tehniech leestoets.	Ordenen (P1 en P2) Leeswoordschat (P3-P8)
DP1		<i>taal voor kleuters januari juni</i>			<i>januari juni</i>
DP2		<i>taal voor kleuters januari juni</i>			<i>januari juni</i>
DP3	<i>januari juni</i>	<i>februari juni</i>	<i>juni</i>	<i>januari</i>	<i>april</i>
DP4	<i>januari juni</i>	<i>februari juni</i>	<i>februari</i>	<i>januari</i>	<i>april</i>
DP5	<i>januari juni</i>	<i>februari juni</i>	<i>februari</i>	<i>januari</i>	<i>april</i>
DP6	<i>januari juni</i>	<i>februari juni</i>	<i>februari</i>	<i>januari</i>	<i>november april</i>
DP7	<i>januari juni</i>	<i>februari juni</i>	<i>februari</i>	<i>januari</i>	<i>november april</i>
DP8	<i>februari eindtoets</i>	<i>februari eindtoets</i>	<i>februari eindtoets</i>	<i>januari</i>	<i>november</i>

De leerkracht spreekt elk trimester alle leerlingen door met de interne begeleider. Een leerling die extra zorg nodig heeft, kan worden ingebracht in een vergadering met directie, remedial teacher en de interne begeleider.

Van iedere leerling wordt een leerlingdossier bijgehouden. Daarin worden gegevens opgenomen over de leerlingenbesprekingen, gesprekken met ouders, speciale onderzoeken, handelingsplannen, toets- en rapportgegevens van de verschillende jaren. Het leerlingdossier is alleen toegankelijk voor de groepsleerkracht, remedial teachers en de directeur. Ouders kunnen te allen tijde het leerlingdossier van hun kind(eren) inzien.

### 6.7.A Reporting pupil's progress

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

Reports are written and sent home in the last week of each term. Parents who wish to discuss any of the content of the Report are able to make an appointment with their child's teacher (optional).

There are no written reports for Pre-Nursery children.

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

By taking an active interest and providing positive comments you will encourage your children to achieve better results.

### **6.7.B Rapportage**

Een kind in DN krijgt maximaal twee keer per jaar een rapport. De leerling moet dan wel in ieder geval twee trimesters de school hebben bezocht.

De kinderen krijgen vanaf DP1 driemaal per jaar een rapport mee naar huis, mits zij ten minste 6 weken opeenvolgend de school hebben bezocht. Het eerste rapport wordt in november uitgebracht. De eerste ouderavond vindt in oktober plaats en vervolgens in het midden van het tweede en derde trimester. In dit 10-minutengesprek heeft u de gelegenheid om de leervorderingen met de leerkracht te bespreken. Indien u wilt kunt u na elk rapport een afspraak maken voor een gesprek en natuurlijk kan dit ook op elk ander moment in het schooljaar.

### **6.8 Pre-Nursery Open Evening**

Each term an Open Evening is held in the Pre-Nursery for all the children who attend to show their parents what they have been learning.

### **6.9.A Secondary Education and Boarding School**

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

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

It is advisable to enrol early if you intend your child to continue with their secondary education here in Muscat.

### **Boarding Schools in the UK**

For International Stream parents, we have guidance information and reference books to help with your choice of boarding school in the UK. Please feel free to discuss the admission process and your choices with the Deputy Headteacher.

Some children may need to take the Common Entrance examination while other schools will have their own entrance examinations.

The children are able to take these examinations at PDO School and the Deputy Headteacher will act as invigilator. Children often benefit from practice sessions and we can provide a selection of material for this purpose.

### **6.9.B Overgang naar voortgezet onderwijs**

Als leerlingen enkele maanden in DP 8 zitten, geeft de leerkracht een eerste indicatie van de mogelijke schoolkeuze. In diezelfde periode organiseert de leerkracht van DP 8 ook een informatie avond over de Cito-Eindtoets. Dit geeft ouders en school wederzijds nog de mogelijkheid de verwachtingen indien nodig bij te stellen. Na de Cito-eindtoets worden resultaten en schooladvies individueel met ouders en leerlingen doorgesproken en volgt het uiteindelijke schoolkeuzeadvies.

**Soort gegevens die over leerlingen worden verzameld, de wijze van adviseren en de procedure die gevolgd wordt bij vertrekkende leerlingen (bij plaatsing binnen het voortgezet onderwijs of bij verhuizing naar een andere school).**

In de laatste week voor het vertrek is er een eindgesprek met de ouders en de groepsleerkracht en/of de directeur. De ouders ontvangen het leerlingdossier voor de nieuwe school. Het dossier omvat:

- het onderwijskundig rapport;

- het PDO School rapport;
- gegevens uit het leerlingvolgsysteem;
- bewijs van uitschrijving.
- informatie over het IPC

Bij vertrekkende leerlingen in DP 8 wordt een advies van de leerkracht gegeven omtrent schoolkeuze voor het vervolgonderwijs. Tevens krijgt de ontvangende school inzage in en een kopie van de uitslag van de Cito-eindtoets.

Aanmelding voor het voortgezet onderwijs dient gedaan te worden door de ouders. In Oman bestaat de mogelijkheid om Nederlands voortgezet onderwijs (voor onder meer Nederlandse Taal, Wiskunde en Cultuur) te volgen op de British School of Muscat, waar een afdeling van Het Rynlands Lyceum is gevestigd. Deze afdeling houdt regelmatig voorlichtingsbijeenkomsten over dit type onderwijs.

## **7 DEVELOPMENT**

### **7.1 Quality Assurance**

The school produces an annual Self-Evaluation Report at the end of the school year. This report is based on evidence gathered from a variety of sources. This evidence includes test results, teacher's observations, parent's questionnaires, outside agencies i.e. Fieldwork and SNOB and, when applicable, external audits and reviews. A written report is submitted to the educational advisors and PDO and that forms the basis of the school's Improvement Plan for the following year. The main aim of this evaluation report is to improve children's learning.

### **7.2 Curriculum Monitoring**

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

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

### **7.3 Staff Appraisal**

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

### **7.4 School Improvement**

The school produces an annual School Improvement Plan and School Development Plan which outline the issues to be addressed each year.

These include specific areas for improvement in each stream as well as whole-school issues. An outline of the plans is included in the annual Parents' Handbook.

## 7.5 **Inspection and Review**

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

## 8 **QUICK GUIDE (Alphabetical)**

### 8.1 **After School Activities**

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

For Primary 1 children, there is a limit on the number of activities for each child.

The school will inform parents and children if an activity is cancelled.

We always need parents' help – and so anyone interested in starting a new activity or assisting with an established one should contact a member of the PTA or the Deputy Headteacher.

### 8.2 **Assemblies**

The whole school meets regularly on a Wednesday morning at 10:35 to watch a Class Assembly, celebrate events together and welcome new arrivals or bid farewell to leaving families. Each class prepares one assembly per year. Parents are invited to join the whole school in watching the assembly for their class(es) and may plan ahead using the calendar of events found in this year's School Handbook. Parents sit at the rear of the hall and, for safety reasons, are asked to remain there until all the children have left the room at the end, before coming forward to greet the performers, take photographs etc.

### 8.3 **Events**

The school organises a number of events for the children during the year, including Sports Days, Swimming Galas, and Concerts. Dates of some of these can be found in the year planner in the Handbook. There are also events which involve other schools in Muscat.

### 8.4 **Final Departure**

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

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

The class teachers will arrange a leaving meeting with the family and they also meet with the Headteacher or Deputy Headteacher to receive their child's official documents and say Goodbye. For Shell families, a form is completed with the details of the family's new location in order that Shell may track the child's settling in progress.

#### Transfer to Secondary School

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

#### Other Transfer

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

- Provide at least one full term's notice in writing to the PDO School Headteacher or Deputy Headteacher of the intention to move
- Give sound educational reasons for the proposed move

**This includes families who place their child on a waiting list.**

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

### **8.5 First Aid**

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

### **8.6 Illness**

Please notify the school **by telephone (246 77279)** if your child is unable to attend school. We recommend you keep your child at home in case of illness and that you only send your child back to school after a doctor's clearance, if appropriate, especially in the case of contagious diseases like chickenpox. For medical advice, PDO School consults and follows the advice given by PDO Clinic (Tel: 77430)

If your child becomes unwell at school we will contact the parents by telephone to arrange for the child to go home. If the parents cannot be contacted, the school will contact the nominated Emergency Contact person. If they cannot be contacted the child will be kept in school. Children who are unwell are not allowed to travel home alone.

### **8.7 Leave**

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

The school recognises official Company leave for employees and special family circumstances in the base country as authorised absence. All other leave, taken outside parent's official leave, is recorded as unauthorised absence and reflected in the child's Report.

*Please notify the Headteacher or Deputy Headteacher, in writing, of any planned absence from school.*

### **8.8 Library books**

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

### **8.9 Lunch time**

Children should bring their own packed meal and drink for the lunch break. The lunch should be carried in a suitable container clearly marked with the child's name. Children will be supervised by teachers during lunch break and encouraged to complete their meals and drinks. The school promotes healthy eating habits. We also aim for sustainable lunchboxes - little or no packaging but reusable containers instead.

### **8.10 Lost and Found Items**

Items found around the school are kept on the Lost & Found shelf outside the Staff Room. Parents are encouraged to mark their child's belongings clearly so that items can be returned if found. At the end of each term, teachers take their class to the shelves to reclaim their belongings and a table is put outside the front of school with remaining items displayed. Any items not claimed will be given to charity.

### **8.11 PE/Swimming**

Children have PE and Swimming lessons each week and it is expected that all children participate. Please inform the Class Teacher if your child is unable to participate at any time due to serious illness.

They should bring the appropriate clothes and equipment in a separate bag. Young children should wear suitable clothes so that they can change quickly and easily. Children who forget the appropriate clothing will be asked to telephone home for help and may have to sit and watch the lesson at the pool or in the Gym.

### **8.12 Playtimes**

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

From N – P8 the children have a 20 minute morning break outside and a 20 minute break before lunch. Teachers are on duty at each play area during that break. During the third term, the hottest time of year, the children have the option of an indoor playtime. They may bring quiet activities from the classroom to the indoor room. We do not recommend children bring games or toys from home.

### 8.13 Punctuality

For Pre-Nursery to P1, there is a flexi-time start to each day from 8.00 – 8.15. Please do not arrive later than 8.15.

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

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

Occasional late collection can occur due to heavy traffic – parents are asked to telephone ahead to let us know you are on your way.

Persistent late collection of children is very stressful for the child. We ask that every effort is made to collect children on time.

### 8.14 Snack time

At the end of the morning break there is a snack time. The children should bring a healthy snack and drink in a labelled bag or box. There is a constant supply of cooled drinking water available. Children may also bring their own drinks. We do not allow sweets, fizzy drinks or glass bottles.

**PDO School is a peanut-free school. We have children who suffer potentially fatal allergies. Please ensure no peanuts or peanut-products are used in children's snacks, lunches or birthday treats.**

### 8.15 Supervision

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

### 8.16 Transport

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

### 8.17 Trips

These are always learning related. Trips are organised for all classes at various times during the first two terms. (Not Term 3 due to the hotter weather)

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

### 8.18 Yearbook

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

**We hope your child has a happy time at PDO School.**