

PARENT & STUDENT HANDBOOK 2025/26



International sharing school
madeira-portugal



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Ethos

A passion and pride for learning.

Vision

We are dedicated to achieving enjoyment and excellence in education for all.

We follow three basic principles:

- Respect yourself
- Respect others
- Respect the environment.

Mission Statement

International Sharing School aims to provide an excellent and continuous international educational experience in order to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding, respect and learning through sharing.

We aim to achieve this by:

- Promoting the physical, social, spiritual, mental and emotional health and well-being of all individual students and staff;
- Encouraging the intellectual, personal, social and linguistic development of each student;
- Fostering international understanding through working together in a friendly cross-cultural environment;
- Using English as the official language of instruction.

Aims

We are dedicated to differentiated teaching, which creates opportunities for all students to progress and to make use of their diverse social and cultural backgrounds.

International Sharing School is an IB World School authorised to offer the IB Primary Years Programmes, Middle Years Programme and Diploma Programme. The acquisition of knowledge is part of a larger framework designed to develop skills and attitudes, driving an inquiry and concept-based approach to learning. We build on the students' natural curiosity and enthusiasm to develop their ability to think analytically, connect ideas and be imaginative and creative actors in their own learning process.

At International Sharing School we:

- Study across a broad range of subjects, including specific languages, drawing on the content from educational cultures across the world
- Give special emphasis to language acquisition and development
- Encourage transdisciplinary learning
- Focus on developing the skills and passion for learning

- Provide students with opportunities for individual and collaborative planning and research.

School Contacts

Telephone: (+351) 291 773 218

Mobile phone/WhatsApp: (+351) 924 447 711

Email: office@madeira.sharingschool.com

Address: Caminho dos Saltos, 6 – 9050-219 Funchal

Board of Directors

- Miguel Ladeira Santos - CEO - President of the Board
- Francisco Ladeira Santos - CFO - Vice President of the Board
- Filipe Ladeira Santos - Member of the Board – Madeira Campus
- Gonçalo Ladeira Santos – Marketing and Admissions

Leadership Team

- David Tigchelaar – Principal
- Jenie Noite - Primary Years Coordinator
- Afonso Franco - Middle Years Coordinator
- Aleksandra Strahinic – Diploma Programme Coordinator
- Fatima Viqueira – Member of the leadership team

The Leadership Team encourages open communication with the whole school community. Teachers can feel free to drop in, make an appointment or email any questions, concerns, or suggestions they may have. Positive feedback is, of course, also welcome!

The Leadership Team maintains an “Open Door” policy, which means if the door is open and not in a meeting, teachers, students, and parents should feel comfortable to enter.

Equal Opportunities

Equal opportunities underpin the value system of International Sharing School. The ethos of the school is one of tolerance, understanding and striving for excellence in all. All members of ISS community are encouraged to understand, appreciate and value the differences between us and to challenge negative labels and attitudes. ISS recognises its responsibility to avoid discrimination and to promote equality for students, staff and others using the school facilities.

It is acknowledged that discrimination may be direct or indirect and includes victimisation and harassment. Promotion of equality must exist in our school procedures and in our dealings with students, parents and other members of the community.

Disability

International Sharing School is committed to promoting equality of opportunity between disabled and other people.

A disability is defined as 'a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities'. To be disabled, a person must fulfil each and every criterion listed in this definition. A disabled person is a person with a disability.

While International Sharing School physical facilities for the disabled are limited, we will do all that is reasonable to ensure that the School's culture, policies are made accessible to students who have disabilities and to comply with our legal and moral responsibilities in order to accommodate the needs of applicants, students and members of the staff who have disabilities for which, after reasonable adjustments, we can cater adequately.

In line with the Additional Educational Needs (AEN) will make reasonable adjustments to ensure that students with disabilities are not disadvantaged in their access to:

- the physical environment of International Sharing School;
- the programme of learning and development offered;
- the information provided to students and parents.

Curriculum

The curriculum demonstrates a commitment to equal opportunities though its written, taught and assessed curriculum.

Personal and Social Education Programme

In our Personal and Social Education Programme, we explicitly appreciate diversity, including diversity in ethnic, linguistic, political or religious background and sexual orientation. We also believe that it is our role to make students aware of the diversity around them and encourage appreciation of diversity. As a school, however, we do not promote certain views or convictions. We remain neutral and allow students the space to explore their own identity.

Child Protection

Child protection team

- School Principal: Mr. David Tigchelaar
- Primary Years: Ms Fatima Viqueira
- Middle Years: Mr Afonso Franco
- Diploma Years: Ms Aleksandra Strahinic
- Psychologist: Ms Marta Ferreira

At International Sharing School, every student has the right to develop themselves emotionally, intellectually, and physically. All students have equal rights to protection from any form of violence, abuse, or neglect; harm, to himself or others, in accordance with the protection procedures described in this policy;

Child abuse and neglect are violations of a child's human rights and are obstacles to the student's education as well as to their physical, emotional, and spiritual development. International Sharing School endorses the UN Convention on the Rights of the Child, of which our host country, Portugal, is a signatory and seeks to be a safe place for students who may be experiencing abuse or neglect in any aspect of their lives.

Procedures are initiated as directed by school policy and regulations in accordance with local authorities and Portuguese child protection laws.

ATTENDANCE

Definition Of Terms

According to the World Health Organization (Krug EG et al., 2002), child abuse constitutes "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the student's health, survival, development or dignity in the context of a relationship of responsibility, trust or power." A person may abuse a student by inflicting harm, or by failing to act to prevent harm. Students may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them or by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem. Most child abuse is inflicted by someone the child knows, respects or trusts. The World report on violence and health and the 1999 WHO Consultation on Child Abuse Prevention distinguish four types of child maltreatment:

- Physical abuse;
- Sexual abuse;
- Emotional and psychological abuse;
- Neglect.

Responsibilities of school staff in relation to absences

- If a student is absent for **more than 3 days**, the **Homeroom Teacher** should send an email to parents, inquiring how the child is doing and reminding them that the attendance policy expects an 85% attendance for each term. The email should be cc'ed to Fatima / Afonso or Aleksandra and be posted under behaviour notes.
- If a student is absent for **more than 5 consecutive days**, **Fatima / Afonso or Aleksandra** will send an email to parents, inquiring how the child is doing and reminding them that the attendance policy expects an 85% attendance for each

term. The email should be cc'ed to the homeroom teacher and be posted under behaviour notes.

- If the student is absent for **more than 8 days in total, Fatima / Afonso or Aleksandra** will call the parents, informing them that the child is now seriously at risk of not meeting the 85% attendance requirement. This behaviour call must be documented as a Managebac behaviour note and sent as a Managebac message to parents.
- If the student is not meeting the 85% attendance requirement, Fatima / Afonso or Aleksandra will ask the principal to call the parents or invite them in for a meeting.

Legal obligation to report significant concerns to Child Services

The school has the legal obligation to report to the CPCJ- Comissão de Proteção de Crianças e Jovens (Commission for the Protection of Children and Youth) concerns about attendance and/or the physical or mental wellbeing of students. The purpose of the CPCJ is to work with families and support them. We believe in working collaboratively with parents. In some cases, both the school and the parents will benefit from consulting experts outside the school, including child protection officers at the CPCJ. As a rule of thumb, the school will contact the parents first before they contact the CPCJ.

Medical Arrangements

The school has [health guidelines](#) which are in line with the guidelines issued by the Portuguese Ministry of Health. The policy describes how to handle different kind of medical issues in the school including minor cuts, sprains or bruises, diarrhea, shock / faint, severe bleeding, burns or scalds, unconsciousness, stings or bites. The policy also describes how we report on incidents and accidents and how to prevent and manage infections, in line with the Ministry guidelines.

The school does not administer prescribed nor over-the-counter medication, except for paracetamol. Students are not allowed to bring any medication into the school. In the case of essential medical conditions that require medication during the school day, the parents are asked to contact the school to provide written medical evidence of the prescribed medication and leave the medication in the office in the original bottle with label and the child's name printed on it. Parents also must fill in a form with details about the medication.

Smaller medical issues like cuts and bruised will be dealt with internally. In the case of bigger accidents, the school will contact the parents, and an ambulance might be called depending on the severity of the issue.

Homeroom teachers remind students of healthy and safe behaviours. Several of our teachers are First Aid trained.

The school is insured with Tranquilidade.

Emergency protocols

The school complies with the safety regulations of the Portuguese Ministry of Education and is subject to annual safety inspections of the premises by the Ministry.

The school trains students and teachers in 3 emergency protocols

1. Emergency Evacuations (go outside)
2. Shelter Inside (go or stay inside)
3. Earthquake protocol (stay inside and seek shelter or stay outside away from structures)

In **emergency evacuations**, for example in the case of a fire or a bomb threat, following the emergency evacuation bell, everyone leaves the building in an orderly manner, following the prescribed evacuation route and assembles at the assembly point where the register is taken to identify whether everyone has left the building. Primary students leave the building in single file, while secondary students walk independently with their class. Emergency evacuation routes are posted in every classroom and class lists and traffic light signs are posted in every room for teachers to take with them to the assembly point to brief the person in charge whether the class is complete. Emergency evacuations take place in silence. This allows everyone to hear and follow directions directly in case additional directions need to be followed, for example, if the fire necessitates an alternative evacuation route.

In the **shelter Inside** protocol, for example in the case of floods outside or storms students go or stay inside, close doors and windows, until the outside danger has cleared and the school leadership has decided that the emergency protocol is concluded.

In the **earthquake protocol**, everyone follows the *Drop, Cover and Hold On* protocol. Students and staff drop to the ground, find cover under a strong table and hold on until the danger has cleared. If students and teachers are not near a strong table or desk, they must drop to the floor against an interior wall and cover their head and neck with their arms. They should avoid windows, hanging objects, mirrors, tall furniture, large appliances and cabinets filled with heavy objects.

In the case students or staff are outside, they stay outside and find a place away from buildings and poles.

School Uniform

At International Sharing School all students must wear school uniform when attending school, and when participating in school-organized events outside normal school hours.

Our policy is based on the notion that a school uniform:

- Promotes a sense of identity and pride for students attending the school
- Engenders a feeling of community and belonging

- Is practical and smart
- Makes students feel equal to their peers.

Our Uniform consists of:

- White polo with the school logo
- White t-shirt with the school logo for PE
- Grey sweater with the school logo
- Blue jeans

Students have the responsibility to

- wear correct school uniform when attending school, representing the school, or when participating in school-organized events outside normal school hours;
- wear their uniform with pride
- keep their uniform clean and tidy
- wear PE kit on appropriate day
- wear the school branded PE t-shirt
- wear the school branded PE shorts

Guidelines

- It is expected that all students wear the school uniform on each school day
- The school uniform is bought at the school Office
- If a student arrives at school wearing the incorrect uniform they will be given the correct item which will be invoiced to the parent/guardian. Exceptions include birthdays.

Admission

Students enrolled at International Sharing School will have equal opportunities to access the academic curriculum and to take part in the full life of the school.

International Sharing School is committed to attracting students who have a positive attitude and are willing to strive to meet the challenges of the Programmes offered.

It is therefore the aim of the school that parents, guardians, and students become fully aware of and develop a good understanding of the school mission, philosophy, values to establish a constructive working partnership.

International Sharing School will admit students regardless of ethnicity, religious belief, nationality, social background, or gender and aims to promote an effective holistic approach to teaching and learning nurturing personal, social and academic development.

The student and staff population are culturally, and linguistically diverse and great importance is placed on promoting international mindedness and multicultural understanding within the curriculum and throughout school life.

The school will endeavour to meet the needs of each individual student so that they benefit from their education and achieve their full potential, however for students with significant academic or physical needs the school may not be able to provide the support a student requires with the resources available.

At International Sharing School students should be:

- Committed to the school's vision, mission and philosophy
- Motivated, enthusiastic, determined and principled
- Respectful towards all members of the school community and school facilities
- Responsible for their actions
- Providing positive contributions within and beyond the school community

Language of Instruction

English is the language of instruction in all grades. Therefore, a strong understanding of the English language is recommended for students to be able to thrive.

While all teachers are expected to support language development, specialist English as a Second Language (ESL) teachers provide additional support and instruction.

Language Profile

A developmental language profile is created for each student through the Admissions process when enrolling at the school; recording and identifying the student's mother-tongue language and written and oral competency in other languages; in order to best support students in their respective languages and in their learning.

English as a Second Language Support

All students who indicate that English is not their mother-tongue, will be assigned to English Language Acquisition. The procedure for students who are identified as requiring additional English language support is as follows:

- PYP: The English Language Acquisition teachers will support students both in classroom context and in small groups according to student needs.
- MYP: If a student's mother-tongue is not English, the student will attend English Language Acquisition until their level of English is good enough to participate in the English Language and Literature lessons

- DP: English Language Acquisition is not provided to Diploma students, as the demanding course requires students to have a proficient level of English at entry to the programme.

Learning Needs

A safe, supportive caring environment emphasizing integrity is reflected in our philosophy of supporting the diversity of learning needs within our school community. We endeavour to accommodate students with diverse learning needs to achieve their highest potential, while celebrating their unique learning strengths and individuality.

Students with mild social/emotional issues, learning differences or other learning needs will be referred to our in-house learning support team for review.

In order to ensure that the school meets the teaching and learning differentiation needs of the students, it is important for parents to divulge any learning needs and to provide the results of any and all standardised testing, including educational evaluations or psychological and/or other medical reports, together with information on the academic support a student may have received or is currently receiving.

While the school is committed to being inclusive and the present admissions policy is non-discriminatory, the school recognizes that it does not have the facilities to serve the educational needs of students who are significantly disabled, whether mentally, emotionally or physically or who have significant learning difficulties.

Admissions are evaluated by the Programme Coordinators, Pedagogical Director and learning support staff and the final admission decision is the responsibility of the Principal.

The school may charge the parents for partial 1:1 support in the class. The school has set up several data-based criteria, including scores on MAP test and psycho-educational tests such as the WISC to determine whether a parent will be charged for 1:1 support.

Grade Placement

Students at International Sharing School come from a variety of educational backgrounds, including international and national systems. Students are placed according to their age as of 1 September of the year of entry and taking into consideration the number of school years completed by the student, and in accordance with the Portuguese equivalence table: Portaria 433/2005 April 19th.

The decision regarding grade placement lies with the Pedagogical Team. All students must provide evidence and records of previous educational level prior to entering the school.

Priority for Admission

- Siblings of students already enrolled at International Sharing School;
- Maintaining a balanced ratio of nationalities;
- In the event of the maximum number of students being enrolled at any time, a waiting list will be instituted.

Considerations Prior to Admission

1. Students

- We encourage all students applying for admission to visit the school and the Admissions Officer for an informal interview. Students are welcome to spend one day at the school to see if they like the school environment, for which there is no charge to the parent/guardian
- Students may be required to take an English and Mathematics placement test. The information attained will be used for assessing, for the student to be appropriately placed
- Students applying to MYP 4 and above, who indicate that English is not their mother-tongue, are required to be reviewed by the Pedagogical Team
- Submission of evidence of learning and behaviour from previous schools
- Understanding and acceptance of the school's rules and regulations as well as the constraints with regards to attendance, punctuality and assessment
- All students must sign the academic honesty contract.

2. Parents/Guardians

- Understanding and acceptance of the school's Essential Agreements, Regulations and Policies, as well as the requirements and constraints of the Programmes with regards to attendance, punctuality and assessment
- Collaboration with teachers and/or Programme Coordinators with a view to supporting the student(s)
- Accepting that the school has overall authority and responsibility regarding pedagogical matters

Subjects Offered

Primary Years Programme (PYP)

- Unit of Inquiry: Science and Social Studies
- Mathematics
- Languages: English and Portuguese
- Physical Education
- Arts: Visual, Music and Drama
- Additional languages: French, German or Spanish.

Middle Years Programme (MYP)

MYP 1-3 (Appendix 5):

- Language and Literature: English
- Language and Literature or Language Acquisition: Portuguese
- Language Acquisition: French, German or Spanish
- Individuals and Societies
- Integrated Sciences
- Mathematics
- Arts: Drama, Visual Arts and Music
- Physical and Health Education
- Design

MYP 4 and 5 (Appendix 6):

- Language and Literature: English
- Language and Literature or Language Acquisition: Portuguese
- Language Acquisition: French, German or Spanish
- Individuals and Societies
- Integrated Sciences
- Mathematics
- Electives courses in Design, Drama, Visual Arts, Music and Technology
- Physical and Health Education;

Diploma Programme:

- English Language and Literature SL
- English Language and Literature HL
- Portuguese Language and Literature SL
- Portuguese Language and Literature HL
- Portuguese Language B SL
- Portuguese Language B HL
- French Language B SL
- French Language B HL
- Spanish Language B SL
- Spanish Language B HL
- Mandarin Ab Initio
- French Ab Initio
- German Ab Initio
- Spanish Ab Initio
- Mandarin Language B SL
- Mandarin Language B HL
- German Language B SL
- German Language B SL
- History SL

- History HL
- Business Management SL
- Business Management HL
- Economics SL
- Economics HL
- Philosophy SL
- Philosophy HL
- Biology SL
- Biology HL
- Chemistry SL
- Chemistry HL
- Physics SL
- Physics HL
- Design SL
- Design HL
- Sports Exercise and Health Science SL
- Sports Exercise and Health Science HL
- Mathematics AA SL
- Mathematics AA HL
- Mathematics AI SL
- Mathematics AI SL
- Visual Arts SL
- Visual Arts HL
- Theory of Knowledge

School Day

Early Years		
Period	Start	Finish
1	8:30	9:00
2	9:00	9:45
Break	9:45	10:15
3	10:15	11:30
Lunch	11:45	13:00
4	13:00	13:30
5	13:30	15:00

PYP 1 - 5		
Period	Start	Finish
Registration	8:20	8:30
1	08:30	09:20
2	09:20	10:10
Break	10:10	10:40
3	10:40	11:30
4	11:30	12:20
Lunch	12:20	13:20
5	13:20	14:10
6	14:10	15:00
Snack-play	15:00	16:00
Clubs	16:00	17:00
Activities	17:00	18:00

MYP and DP		
Period	Start	Finish
Registration	8:20	8:30
1	8:30	9:30
2	9:30	10:30
Break	10:30	11:00
3	11:00	12:00
Lunch	12:00	13:00
4	13:00	14:00
5	14:00	15:00
6	15:00	16:00
Clubs	16:00	17:00
Activities	17:00	18:00

The school premises will be open every school day between 07:30 and 18:00.

Parking arrangements

- Parents cannot use the parking garage
- The outside parking lot will be used as a drop off zone until 9:00 am
- No cars will be allowed to park in the outside parking area until 9:00
- When you park your car in the outside parking area at the end of the day, we ask that you limit the parking time as other parents need to pick up their children as well and need parking space.

Parents can also consider the following drop off strategies

- parents can park further from the school and walk to the school together with their children
- parents of older children can drop off their child a bit further from the school
- students and/or parents can take the bus to school

Collection at the end of the day

Students must be picked up from school before 6:00 pm. All our staff leave at 6:00. In case students are picked up late, the school will email the parents and remind them of the pick-up time. In the case of repeated late collections or an extremely late collection time, the school will invite the parents for a conversation with the principal. In extreme cases, the school will refer the situation to CPCJ (child protection services).

Admission

Payment Schedule

All school fees are invoiced by Month, Term or Year, according to parent's preference.

Enrolment Fee: € 600 per student – non-refundable and paid once the application process is concluded.

Renewal Fee: € 300 per student – non-refundable and paid in February.

Monthly fees are calculated using the formula Annual fee/10 instalments (1 per month from September to June).

- Monthly Fees are invoiced 13 days before the beginning of the month, and payment due by the 2nd of the month of invoice.

Termly fees are calculated using the formula Annual fee/3 Terms.

- Term 1 Fees: Invoiced on June 2nd of the previous School Year, payment due by July 1st.
- Term 2 Fees: Invoiced on November 3rd, payment due by December 2nd.
- Term 3 Fees: Invoiced on March 2nd, payment due by April 1st.

Annual Fee is invoiced on June 2nd of the previous School Year, payment due by July 1st.

Additional Mandatory Fees

- Annual insurance: € 18
- Yearbook € 28
- School meals: €150 per month
- Stationary fees PYP: € 200
- Stationary fees MYP and DP: € 350
- Examination fees MYP: € 800
- Examination fees DP: € 850
- Uniform welcome pack for new parents:
 - Early Years: €185
 - PYP and MYP: € 225

Terms and Conditions

Once the registration process has been completed, the student is enrolled in the school. If for any reason the student does not attend at the beginning of the school year, the Enrolment Fee is not refundable.

The school requires a one term warning for student's withdrawal. If shorter notice is given, the respective fees will still be due.

Payment Charge Procedures

All amounts must be received by the school net of all bank charges.

Payment by Bank Transfer**Millennium BCP**

IBAN:

PT50 0033 0000 0001 5732 792 86

BIC/SWIFT: BCOMPTPL

We kindly ask that the student's name and number is indicated on the transfer to ensure the credit is applied to the correct student account. Please send a proof of payment to office@madeira.sharingschool.org

Fines

International Sharing School will charge a 5% monthly compounded fine on payments made past due date.

Discounts

The following discounts are available for all students and families who meet the criteria

- 5% discount on Tuition Fees for each sibling.
- 3% discount on full year's fees, paid before July 1st.

If fees are not paid according to schedule, all discounts will be annulled. Non-payment of fees and fines involves retainment of reports and exam results for all members of the family. The fees indicated on this document may be adjusted for inflation on an annual basis at the end of each academic year.

Procedures for Admission and Enrolment

STEP 1: The following documentation must be supplied for a student application to be considered:

- Student Online Application Form: completed and signed by the parent or legal guardian and accompanied by one passport-sized photograph;
- Medical Information Form: completed and signed by the parent or legal guardian
- School Records/Reports: three sets of records, relating to the current school year and the previous year;
- Passport/Identity Card: a photocopy of the student's and parents/guardians' passport/identity card;

- SEN Reports: the results of all standardised testing, including educational evaluations or psychological and/or other medical reports, if student requires learning support.

STEP 2: The above listed documentation is to be reviewed by the Admissions Officer and/or Leadership Team, who will let the parents know if more information is required or if a final decision for the student's application has been made, as well as the availability of a vacancy at that moment.

STEP 3: Upon acceptance of the student's application, the parent or legal guardian must confirm it is their wish to proceed with the enrolment within 2 working days. If no confirmation is received within this period, the school may offer the student's vacancy to another applicant.

STEP 4: After confirmation is received, the School Office will proceed with the student's enrolment and issue the invoice for the applicable fees required for the enrolment (see Payment Procedures). Full payment must be received within 2 working days or the school may offer the student's vacancy to another applicant.

Students will only be enrolled and eligible to join classroom lessons once the above process has been completed and all relevant documentation and payments are received.

Dates for Admissions

The school has no deadline for applications for up to MYP 4, therefore students may be admitted throughout the academic year.

Procedures for Re-Enrolment

Student re-enrolment is required to be completed for each academic year that the student intends to study at the school. The school will require annual confirmation and if information is not received within the school's communicated deadline, student places cannot be guaranteed.

If there are financial, behavioural or academic issues with a student, parents may not be invited to re-enrol until the situation has been resolved. The Board has final decision regarding the possible refusal of student re-enrolment.

Procedures for Waiting List

Students can apply for Grade levels in which no vacancies are currently available. Upon acceptance of the application with the mention of no availability of vacancies at that moment, the parent/guardian must confirm their wish to be placed in the Waiting List within 2 working days. For placement in the Waiting List, a non-refundable payment of €600 is required. This payment may be discounted off the enrolment fee once a vacancy

becomes available and enrolment is processed. Parents must keep in mind this might only happen in the following years.

The Waiting List is processed in a “first come, first served” sequence, with priority given to:

- Siblings of students already enrolled at ISS;
- Students allowing the maintenance of a balanced ratio of nationalities.

Homework Procedures

Homework in the PYP

At ISS - Madeira, students are actively engaged in rich learning experiences for more than six hours every school day. Research shows that homework in primary schools has little to no effect on learning. Homework can even have a negative effect on student motivation and the relationship between students and parents. We believe, however, that reading, play, family time and students following their passion have a positive effect on learning in the primary school.

- **Read.** Reading is important. There is an expectation that students read or are read to for at least 20 minutes each day beyond the school day. There is strong research to support the importance of daily, regular reading. It doesn't matter what language students read in or are read to in - as long as there is reading happening. Research shows a direct link between students who read at least 20 minutes independently every day in English and/or in their home language and overall academic success. Research also supports benefits associated with being read to by an adult or other fluent reader. 'Reading' also involves active discussions about the book read.
- **Play.** Play is important. Research shows play - unstructured play or organised team play - fosters social development, creativity and persistence, and also helps students consolidate and strengthen learning.
- **Spend time with family.** Research in education, psychology and sociology identifies a strong correlation between solid family bonds and academic success.
- **Develop their passions.** Research on 21st Century learning shows that passion pursuit is key to innovation, creativity and problem solving. There may be natural connections and students may want to extend their learning at home. For example, a student may want to continue practising maths facts on a maths application. A student may want to continue to explore current events after learning about immigration. A student may create something based on what they have learned in class or watched on TV at home.

Nightly worksheets are not a regular part of our home learning practice. Some meaningful home learning may be given for varying purposes depending upon grade level. Students may be asked to complete learning at home that was initiated at school, such as class projects, interviews, etc. It may be assigned to help the student become increasingly responsible for scheduling and completing their work independently. Home learning can also help students reinforce what they learn in class, master their skills, and develop individual interests.

In addition, when it benefits an individual student, the teacher, parent and child may plan to address specific learning needs or to reinforce a concept or skill.

Homework in the MYP and DP

Meaningful, regularly assigned home learning is used for varying purposes depending upon grade level. The school views home learning as an important link between home and school. It is assigned to help the student become increasingly responsible for scheduling and completing their work independently. Home learning can also help students reinforce what they learn in class, master their skills, and develop individual interests.

MYP students should expect to engage in home learning activities outside the regular school day. These range from pre-reading and preparing for an upcoming lesson, practice activities to solidify learning, steps towards an extended project, and/or preparing for an in-class assessment.

Students should engage in regular reading at home. The books / articles should be of the student's own choosing. Regular reading in English and their home language should happen every day.

In Middle School (Gr 6 – 8), the 10-minute rule per grade level applies. This means that MYP 1 / Gr 6 students can have homework for $6 \times 10 = 60$ minutes. In MYP 2 / Gr 7 this will be $7 \times 10 = 70$ minutes per day, etcetera. The more students are focused in class, the less time they need to spend on homework.

Students in the Diploma Programme should be prepared for 2-3 hours of homework each night. The amount of homework depends on the coursework of the class, as some classes take substantially more time than others.

Progression through the school

For PYP students to automatically progress to the next grade level they must maintain a minimum of 85% attendance.

For MYP 1 - 4 students to automatically progress to the next grade level they must

- maintain a minimum of 85% attendance per subject
- maintain an 85% overall attendance
- satisfactorily complete the requirements for Service as Action
- achieve a minimum of a performance level of a 3 in every subject.

Retention

Failure to meet any of the above requirements may result in the student repeating the year. Students achieving a performance level of 3 or below in 3 or more subject areas may be required to repeat the year following full consultation of the Leadership Team. Students achieving a performance level of 3 or below in the same subject for 2 consecutive years may be required to repeat the year following full consultation of the Leadership Team.

Criteria for successful completion of MYP 5:

- Gained a total of at least 28 points from six subject groups, the interdisciplinary assessment and personal project combined, out of a possible maximum of 56 points
- Gained at least a performance level of 3 in at least one subject from each subject group
- Gained at least a performance level of 3 for the personal project;
- Gained at least a performance level of 3 for the interdisciplinary on-screen examination
- Service as Action and Personal Project requirements have been completed;
- Maintained a minimum of 85% overall attendance
- Maintained a minimum of 85% subject-specific attendance.

MYP 5 - Eligibility for IB MYP certificate:

To be eligible for the IB MYP Certificate a candidate must:

1. Complete on-screen examinations for a minimum of four subjects, one from each of the following groups: language and literature, Individual and societies, science and mathematics
2. Take and submit an internal oral assessment in language acquisition and complete the on-screen examination
3. Submit at least one e-portfolio
4. Take the Interdisciplinary on-screen examination
5. Submit a personal project
6. Complete the school's requirements for Service as Action.

A grade from at least one subject from each of the following six subject groups must contribute to the award of the MYP Certificate:

- Language and literature;
- Language acquisition (or a second language and literature);
- Individuals and societies;
- Mathematics;
- Sciences;
- Arts, physical and health education or design.

A candidate must gain at least 28 points overall, but a grade 1 or grade 2 in any subject, the interdisciplinary assessment or the personal project cannot contribute to the award of the MYP Certificate;

(©General Regulations: Middle Years Programme, Article 10 MYP Certificate Candidates, International Baccalaureate Organization, April 2014)

Admissions for the IB Diploma Programme

The strategy of the school is to encourage all students to attempt the full IB Diploma, only considering individual Diploma Courses if students are struggling to succeed. The Leadership Team annually reviews DP subjects offered, taking into consideration student numbers and subject preferences. The school website provides information regarding the requirements of the Diploma Programme. The Diploma Coordinator, with the Career Counsellor host parent/student presentations to explain and discuss the requirements and benefits of the full Diploma Programme as well as provide advice on higher education requirements.

All teachers are responsible for the well-being of students. The psychologist collaborates with teachers to develop learning strategies to support students with learning needs. The Careers Counsellor provides guidance on post-secondary options and requirements for university applications. The DP Coordinator, in collaboration with DP teachers, provides an induction programme for students of MYP5.

Criteria for Admission to the IB Diploma Programme

- To transition into a Portuguese school after MYP 5, a student must obtain the MYP certificate.
- The IB and ISS Madeira do not require the MYP certificate to transition into the DP.
- There are minimum requirements for access into Maths HL, Physics HL and Chemistry HL. [The matrix describes the prerequisites.](#)
- The school also strongly recommends
 - for other HL subjects: a performance level of a 5 in the MYP 5 or equivalent in the chosen subject
 - For Group 1 - Languages A: a minimum of performance level of a 5 in the Language B Phase 5 in MYP 5 or equivalent in the chosen language
- Students who do not meet the above criteria will be reviewed on an individual basis.

The Principal is responsible for the final decision to accept a student for IB individual courses.

Additional Requirements for Students new to MYP and DP:

- Mathematics and English Language entrance tests;
- Submission of diagnostic tests/exams and Report Cards from previous school.

Inclusion/Special Educational Needs for the MYP and Diploma Programmes

- Students with Special Educational Needs will be reviewed on an individual basis;
- A full set of medical diagnostic tests must be submitted to the school prior to the registration process

- The Programme Coordinator(s) in collaboration with the Principal and the psychologist will review and determine student eligibility for entry into the MYP and/or Diploma Programmes, based on the resources available at the school to successfully meet the student's needs
- The Programme Coordinator(s) will request IB Inclusive access requirements for eligible students for MYP e-assessments and IB Diploma examinations, together with providing provision for internal assessments.

Advice to Students Regarding Subject Option Choices

MYP 5: During Term 2 students and parents will be invited to a meeting with the Careers Counsellor and DP Coordinator for the students to make informed subject choices for the Diploma Programme.

These sessions will address subject-specific choices available, their link to career aspirations, with focus on university subject-specific pre-requisites particularly those requiring Mathematics and the Science subjects.

Students will be presented with a DP subject option form. The option form provides students with the opportunity to choose the IB DP eligible subjects. Candidates must study six subjects plus the three core subjects: EE, TOK and CAS.

Group 1 Languages will offer students the possibility to study a school supported self-taught language, to support students whose mother-tongue language is not taught in the school. If the school cannot provide a language homeroom teacher for a school supported self-taught language, the parents are responsible for finding one.

Students new to MYP 4 up to DP 1 and parents will be offered an interview with the Careers Counsellor to discuss university requirements to make an informed choice of subjects that are offered by the school.

Entering the Diploma Programme:

- All students will be provided with the opportunity to study the full IB Diploma;
- A trial period for student subject choices is the first month of the academic year in DP 1
- Students may not change subject choices after that timeframe.

Remaining in the Diploma Programme:

- DP 1 students may request to exchange Higher and Standard levels at a later stage, providing the IB requirements for each subject can be met
- DP 2 students are not allowed to change subjects and/or levels, unless there are extenuating circumstances, which must be authorized by the Diploma Programme Coordinator.

Failure to meet any of the above requirements will result in the student repeating the year.

Criteria for the Award of the IB Diploma:

All assessment components for each of the six subjects and the additional Diploma requirements must be completed to qualify for the award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met;
- The candidate's total points are 24 or more
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay;
- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2 awarded (SL or HL)
- There are no more than three grade 3s or below awarded (SL or HL)
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least five points at SL)
- The candidate has not received a penalty for academic misconduct from the final award committee.

Assessment

At International Sharing School, as part of a learning continuum, the three programmes (PYP, MYP and DP) share commonalities in what they assess and how they assess. Assessment is continuous and ongoing and is both formative (assessment *for* learning) and summative (assessment *of* learning) in all subjects.

Additionally, the three Programmes are driven by the desire to measure a student's conceptual understanding, not merely their ability to learn content. This is reflected in the manner that Units/Subjects are planned and in the importance of recognizing the central questions of inquiry that are to be addressed in the unit. However, the Programmes have slightly different approaches to assessment and how this is reported.

The school provides teachers with feedback through

- 3 progress reports per year
- 2 parent conferences per year
- 1 student led conference per year

Assessment is a continual and ongoing process which guides effective learning and teaching. It provides meaningful feedback and collaboratively involves students, parents/guardians and teachers as partners throughout the learning process.

In certain circumstances diagnostic assessment will also be used to inform teachers and parents/guardians about student individual learning needs.

At International Sharing School the classroom employs a range of formative and summative assessments to assess the students' performance levels.

Assessment in the classroom includes:

- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others
- Developing clear rubrics
- Identifying exemplary student work
- Keeping records of test/task results.

Portfolio

The Portfolio is an important part of the school's reporting programme. It provides a record of student effort and achievement in all areas of the school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers. The electronic Portfolio is integrated in Managebac.

ManageBac

ManageBac is our official school curriculum management system. Parents and students will have their own login. From Early Years to PYP 2 Managebac is exclusively used by parents to access curriculum information, communicate with teachers, access assessments and check homework and given tasks. Parents and students will have access from PYP 3 to PYP 5. This will foster students' organisation and time management skills and prepare them for entering MYP and DP.

Assessment information will be available on ManageBac at the completion of each Unit of Inquiry.

Official School Reports

Reports will be issued at the end of each term in December, April and June. Reports will be published on Managebac.

Student Led Conferences

Student Led Conferences are formal reporting sessions to parents led by the students.

In a student led conference students use their Portfolio to demonstrate to their parents the learning they were engaged in and the progress they made. The student takes the lead in

the conference and the parents listen and ask questions. The teacher is not involved in the student led conference. Students may also demonstrate learning that is not documented in the Portfolio or engage in a learning activity together with their parents.

Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

Three Way Conferences

Three Way Conferences are formal reporting sessions with both parents and students and are led by the teacher and the students. The three-way conferences reflect that each of the stakeholders has a role to play in the learning process and leads to better discussion, and future plans that are shared by all stakeholders. To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the IB.

Standardised Achievement Tests

The NWEA / MAP standardised assessments are used as a part of the whole school assessment policy to gain as much information as possible about the student as a learner and the programme. The NWEA / MAP tests are used in 140 countries by more than 9 million students

Standardised assessments are specifically used for the following reasons:

- To inform teaching
- To provide information which shows growth over time
- To provide information for differentiation
- To allow the Leadership Team and the teachers to determine those students whose basic skills fall outside the normal range expected for students of that age. This information is used alongside other assessment information to determine those students who will access support from the Learning Support Department
- To form part of the process of reporting to parents.

Parent/Teacher Communication

All teachers are responsible for informing parents about the educational programme. We use the following forms of communication:

- Parent Information Nights at the beginning of the year
- Class Newsletters and emails
- Inviting parents to view the learning of their children formally (mini-exhibition, SLC or celebration of learning events) or informally (when parents visit classes or student learning is sent home to share)
- Student portfolios
- Three-Way Conferences
- Student Led Conferences

In the PYP and MYP, assessment is continuous and ongoing and is both formative (assessment for learning) and summative (assessment of learning) in all subjects.

Implementing assessment in MYP

MYP assessment is criterion related. The IB publishes a set of objectives for each subject group and these are directly related to the assessment criteria of that subject group. The IB not only specifies the criteria for each subject but also provides written descriptions for each. Student success in reaching the specified objectives for each subject group is measured by the level they have achieved in each assessed criterion.

The criteria will be assessed using well-constructed rubrics, published on ManageBac, which clearly define the nature of the task, task specific clarifications (summative assessments) and grade descriptors using a standardised format. Teachers help students to understand what is required to meet the criteria for assessment for a task and to clarify how the assessment criteria relate the task.

Feedback is provided promptly and may be oral or written. Feedback should highlight strengths, achievement and mastery and identify areas which need to be improved.

In summative assessment tasks, an achievement level (grade) for each criterion is awarded on a scale of 0 to 8, in accordance with the descriptors prescribed by IB. All summative assessment feedback must be signed by the parents and returned to the teacher within 10 working days.

At the end of the school year, final grades for each subject group are determined using a scale of 1 to 7, according to the IB MYP general grade descriptors. To arrive at these grades, teachers add together the student's final achievement levels in all criteria. These final criteria achievement levels are determined using a 'best-fit' approach.

Students achieving final grades of 2 or below in 3 or more subject areas may be required to repeat the year following full consultation of staff and management. Students with the final grade of 2 or below in the same subject for 2 consecutive years may be required to repeat the year following full consultation of staff and management.

However, early consultation with the student and parent(s) should address concerns about achievement strategies to improve and thereby avoid the possibility of repeating a year.

Supporting Assessment

International Sharing School expects its students to:

- Arrive promptly to all lessons and have with them the appropriate materials for the lesson or assessment task

- Respect the right of others to learn
- Collaborate constructively with peers
- Submit all required work, which includes homework, class work, assignments and projects on time and complete.

Parents can help by

- supporting students in completing their schoolwork but not to such an extent that it is no longer authentically their own work
- attending meetings with the subject teacher/MYP Coordinator should a student be experiencing significant difficulties, repeatedly failing to meet requirements such as bringing necessary materials or consistently achieving grades of 3 or less, to discuss strategies to improve learning and raise achievement
- setting aside a quiet working space at home and sufficient time to complete work
- providing access to a computer or tablet and the internet.

Deadlines for submission of assessments

Deadlines for submission of work will be clearly specified on the assessment rubrics published on ManageBac. Students will be informed about summative assessment tasks in advance. The length of notice given may vary from subject area to subject area or depending on the duration of the Unit but will not be less than 10 calendar days.

Completed assessments must be submitted on the due date and handed to the relevant teacher or sent electronically (if this has been previously agreed with the teacher).

It is the responsibility of the student to make sure that work sent electronically has been duly received by the teacher. Problems with technology are not an acceptable excuse for late or non-submission of work; students should back up their work.

If a student is absent from school on the due date - in the case of tests, oral presentations or other work that cannot be sent electronically - an official justification must be provided to the school on the first day of the absence.

If a student does not submit an assignment, the student will be kept in school after working hours until the work is completed. The parents will be asked to modify the arrangements for the student to travel home.

Homework

Work done outside school is an important part of the learning process as it not only reinforces what is done during lessons but also helps to develop Approaches to Learning such as autonomy, organisation and self-management skills.

The amount and type of homework given will vary from year to year and subject group to subject group. Deadlines for submission of homework will be set and are expected to be

met. Failure to do homework is treated seriously. Students who do not hand in homework on time will be required to forfeit intervals to complete the outstanding work and be kept in school after school hours to complete the work. Parents will be notified if any student repeatedly fails to submit homework on time or repeatedly submits incomplete or poor-quality work. If deemed necessary, parents will be asked to attend a meeting with the form homeroom teacher to discuss solutions.

External Assessment (E-assessment, PP and e-portfolios)

The MYP Certificate

From the end of MYP 3 and 4 students will consider their future qualifications and be made familiar with the process and requirements regarding the IB *MYP Certificate* awarded in MYP5 which can be gained through on-screen examinations.

Students in MYP5 may be registered for any number of subjects (including arts, physical and health education, and design), but only six subjects contribute to the award of the *MYP Certificate*. They must also take an on-screen exam for an Interdisciplinary subject.

The e-assessment, e-portfolio and personal projects are marked and moderated by IB who will issue results to the coordinator usually on the 1st of August. These results then will be passed on to the individual students.

Personal Project

As usual in MYP5, a candidate must also register for the Personal Project which will be assessed internally but moderated by IB colleagues. The Personal Project Guide will support students along with a dedicated supervisor/coordinator and time in school to help their understanding.

A grade from at least one subject from each of the following six subject groups must contribute to the award of the *MYP Certificate*.

- Language and literature;
- Language acquisition (or a second language and literature);
- Individuals and societies;
- Mathematics;
- Sciences;
- One subject from arts, physical and health education, or design.

In addition to completing the assessment requirements of six subjects, a candidate must also meet the requirements of the following to be eligible for the award of the IB *MYP Certificate*:

- Interdisciplinary on-screen examination;
- Personal project;
- The school's requirements for service as action.

Bilingual IB MYP Certificate

As a variant to the standard *MYP Certificate*, candidates can be eligible for a bilingual *MYP Certificate* by selecting one or more of the following discipline combinations.

- Two language and literature on-screen examinations;
- An on-screen examination in the sciences, individuals and societies or interdisciplinary subject groups in a response language that is not the same as the candidate's chosen language and literature examination subject;
- An ePortfolio for arts, physical and health education, or design in a response language that is not the same as the candidate's chosen language and literature examination subject;
- A personal project in a response language that is not the same as the candidate's chosen language and literature examination subject.

MYP Course Results document

Any subjects in addition to the six that contribute to the award of the *MYP Certificate* will also be indicated on the accompanying MYP Course Results document.

Any additional subjects will not contribute to the *MYP Certificate*, so the MYP Course Results document will not indicate the total number of points achieved.

A candidate who attempts the *MYP Certificate* (requiring the mandatory e-assessment aspects) but does not attain it will receive the MYP Course Results document which will record what a candidate has achieved and will not indicate assessments.

A student who does not enter for the *MYP Certificate* will complete MYP5 with the MYP Course Result document as appropriate.

Planning, Assessing, Recording, and Reporting in the Diploma Programme**Forms of assessment**

DP Assessments are criterion-related and are based on a set of pre-determined subject specific criteria published in the relevant IB DP subject guides. Our students are familiar with the assessment criteria used in each subject and understand specific expectations of the tasks which they are given.

In DP, teachers make use of a wide variety of assessment tasks, strategies, and tools, the aim of which is to stimulate students' academic and cognitive growth. They strive to promote and support meaningful learning by extending students' knowledge and understanding, as well as developing a considerable range of their creative skills and attitudes.

Tailored to students' differing levels of understanding and individual learning styles, our teachers' assessment tasks, strategies and tools also facilitate holistic education.

International Sharing School aims at maintaining a balance between formative and summative assessment. While the former aims at modifying teaching and learning activities to improve student achievement, the latter seeks to monitor students' educational outcomes at the end of a learning unit.

Besides assessing students' achievement, teachers create a supportive classroom environment in which students feel comfortable evaluating themselves and their peers' performance and skill levels.

Reporting In DP

International Sharing School employs a wide range of strategies to report student progress in the DP programme. Grades are recorded in Managebac, three-way conferences are held 3 x a year, reports are published 3 x a year. Presentations include the TOK exhibition, the Visual Arts final exhibition and the viva voce in which students present their Extended Essay).

- **Early Predicted Grade:** This is an early indicator of the predicted grade based on what the subject teacher thinks the student can achieve officially at the end of the DP. The actual predicted grade will be decided in DP2 and might be different.
- **End of Year 1 Test Grade:** Result of the internal mock examinations that take place at the end of DP1 and serve as a rehearsal for the official examinations in May of DP2. These internal examinations are based on the content taught so far in DP1.
- **Mock Exam Grade:** Result of the internal mock examinations that take place in January of DP2 and serve as a rehearsal for the official examinations in May of DP2. These external examinations are based on the content taught through the 2 years of the Diploma Programme.

Assessment for the IB Diploma

The IB Diploma Programme uses two types of summative assessment to determine the student's final IB grades: Internal and External Assessments. Subject teachers are well informed of the detailed IB policies and conditions under which these assessments must be administered. Students are informed about these by the IB Coordinator in general terms and by their subject teachers in detail. Besides, IB students receive significant practice and assistance throughout their courses to effectively prepare for these challenging tasks.

Internal Assessment

All internally assessed and externally assessed but internally completed work (Extended Essay, TOK essay, Language A HL written assignment) are planned at the beginning of each

IB1 year and is used consistently throughout the two-year period. Appropriate internal assessment timelines are established by the IB DP coordinator in cooperation with the subject teachers, about which the IB students and their parents are informed by the end of the first month of the IB DP course.

All the internally assessed work that is part of the final diploma grade from each subject is marked by the teachers according to the criteria given in the relevant IB DP subject guides.

When more than one teacher is involved in a subject group for a single year group, standardisation of internal assessment is carried out at the beginning of each school year with a view to providing a common system for the application of the assessment criteria. After submitting all the marks in each subject, samples of students' assessed work are submitted for moderation by IB-appointed moderators.

External assessment

Appropriate external assessment timelines for tasks completed during the course are established by the IB DP coordinator in cooperation with the subject teachers, about which the IB students and their parents are informed by the end of the first month of the IB DP course.

The final May session exam schedule is designed based on the IB Exam Schedules document for the given session. This detailed schedule is informed to the students about a month before the exam session.

Students are familiarised with the assessment criteria applying to the externally assessed work that is part of the final diploma grade in each subject and the Extended Essay.

Diploma Grades

Core requirements for the award of the IB Diploma:

- The IB diploma is awarded based on performance across all parts of the DP.
- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed to pass the diploma.
- The overall maximum points from subject grades, TOK, and the EE is therefore 45: $(6 \times 7) + 3$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Additional requirements for the award of the Diploma:

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE, or for a contributing subject.
- There is no grade E awarded for TOK and/or EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Matrix for the award of points for TOK and EE*

	Theory of Knowledge (TOK)					
	Grade awarded	A	B	C	D	E or N
Extended Essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

The authenticity of students’ work

International Sharing School strictly adheres to its own IB DP Academic Honesty Policy and Procedures. To ensure that the assessment is conducted in a proper manner, students’ work is checked for authenticity. Should any doubts arise as to the authenticity of the work carried out by students, assessment results are withheld until the matter is resolved by the school’s Academic Honesty Committee. In the case of external moderation, samples suspected of academic malpractice are not submitted.

More information on academic honesty is included in the [Academic Integrity Policy](#).

Electronic Devices

Mobile Phone Policy

Student use of mobile phones and smart watches during the school day is forbidden.

If a student brings a mobile phone and/or a smart watch to school, the phone/smart watch must be switched off and handed to the Homeroom teacher during registration at the beginning of the day. For specific purposes, for example to create photos or videos, a teacher may ask the student to use their smart phone in a lesson.

Students may collect their mobile phone/smart watch from the box in teacher's room at the end of the school day, for the sole purpose of contacting parents/transportation services.

If a student is found to be using their mobile phone/smart watch, or found to have their mobile phone/smart watch in their possession, the mobile phone/smart watch will be confiscated. Only parents will be allowed to pick up the phone from the office.

Contacting parents

Under no circumstance should a student be contacting a parent directly regarding any issue. All communication must be made through the Office, Homeroom teacher or Programme Coordinator, depending on the issue. In exceptional circumstances, with the authorisation of a teachers, students may call the parent using his/her phone in teacher's room. No student is authorised to leave school without the authorisation of the Office, Homeroom teacher or Programme Coordinator.

Electronic Device Policy

Laptops and tablets can be powerful learning tools when used appropriately in the school setting. Access to technology in the classroom enhances our opportunities to investigate, analyse, evaluate, problem solve, create, contribute, and connect globally, just to name a few. The default is that laptops are closed during the lesson. Only when teachers ask students to use a laptop are they allowed to start using the laptop.

Students may not use their laptop or tablet in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated.

- Students are prohibited from using their electronic device to transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, colour, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs;
- Engage in "sexting", i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.
- Students are also prohibited from using their electronic device to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their electronic devices to receive such information.

The use of iPods and personal listening devices are not permitted during school hours, including break times. Exceptions may be made, with approval from the teacher. These rules are in the best interests of students. Social interaction is an important part of a child's growth, and the use of personal listening devices at school greatly limits this interaction. Repeated violations will translate into an internal suspension.

Student Behaviour

International Sharing School believes that the IB curriculum plays an important part in the positive approach towards behaviour management. The school aims to offer a stimulating and enjoyable curriculum, with well planned, interesting, and challenging activities that promote independence and develop the learner profile and good behaviour.

We believe in encouraging good behaviour through a range of positive behaviour management strategies. We believe that a positive relationship between students and teacher plays an important role in managing behaviour. We believe in **connect before correct**. We also believe that class meetings in the homeroom class, in which students can discuss tensions related to classes, classmates can avoid and resolve conflicts.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our students and support them to learn how to manage their behaviour appropriately by giving students choices and make it clear as to the consequences of the choices they make.

We believe that students have rights and responsibilities. Students have the right to be safe, treated fairly and politely and to learn without disruption. Students have the responsibility to care for themselves, other people and their school.

We are committed to provide a safe and nurturing environment for our students, one which eliminates discrimination and encourages the development of positive behaviour, regardless of ethnicity, religious belief, nationality, social background, or gender, promoting an effective holistic approach, nurturing personal, social and academic development.

International Sharing School places great emphasis on the importance of interacting with members of the community at large in respectful ways through speech, actions and relationships.

We believe that as a community we should promote key values to help achieve our mission, based on the mission and philosophy of the International Baccalaureate Programme Learner Profile.

These expectations are applicable at any time on school, in all school settings, both on and off campus, and include all interactions between community members, be it in person or via other non-direct means such as online interaction.

We believe that the framework described above

- provides care and support for our students and assist them to learn how to manage their behaviour appropriately
- enables students to develop a sense of self-worth, respect, and tolerance
- creates and maintains a safe and supportive environment, in which the school community feels safe, secure, and valued
- encourages good behaviour, self-discipline, and independence
- provides students with choices and makes it clear as to the consequences of the choices they make
- treats problems when they occur in a caring and sympathetic manner in the hope of achieving improvement, but with the understanding of consequences if improvement is not achieved.

Behaviour Expectations

The relationship between rights and responsibilities is key to behaviour expectations of our students. For each of us to exercise our rights, we must uphold and honour our responsibilities to preserve these rights for everyone. We will use a problem-solving approach to develop life skills specifically linked to the IB Learner Profile that are necessary both in and out of school.

Classroom agreements and procedures are aligned with school-wide expectations and support the development of the IB Learner Profile. Students will receive positive reinforcement as well as clear and consistent consequences that focus on students taking responsibility for their own behaviour as appropriate.

General expectations

At International Sharing school members of the community are expected to:

- Respect ourselves
- Respect others
- Respect the environment and all living things
- treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves
- talk and listen to one another, being fair and consistent
- value, take pride in and care for the school's environment by looking after school property and equipment
- respect everyone's right to high quality teaching and learning situations and activities.

Specifically, students are expected to:

- attend all classes, be punctual, bring all relevant required materials to each lesson
- complete all homework/projects and all assignments
- adhere to all deadlines
- wear the designated school uniform daily and PE uniform for sports activities
- respect that International Sharing School is a smoke, alcohol and drug free campus, therefore the use of any forms of drugs, cigarettes, matches or lighters and alcoholic drinks are strictly prohibited, whether within the school building, in recreational areas or on external field trips
- understand that International Sharing School has a zero-tolerance policy regarding the above item
- refrain from running in the common areas, except in the outside areas
- Refrain from using mobile phones during school time (8:00 – 17:00).

Misuse of mobile phones and smart watches

Mobiles phones and smart watches will be confiscated if students are using mobile phones and/or smart watches during school hours. Only parents will be allowed to collect the mobile phone from the school.

The use of EarPods and personal listening devices is not permitted during school hours (unless, authorised by the homeroom teacher for a specific purpose), including recess times. Exceptions may be made.

These rules are in the best interests of students. Social interaction is an important part of a child's growth, and the use of personal listening devices at school greatly limits this interaction. Repeated violations will translate into an internal suspension.

Positive Reinforcement

The school talks about IB values and IB learner profile attributes regularly and how these are reflected in student's behaviour.

The school is adopting a House system as a way of organising students and teachers into teams, or "Houses", vertically across the school. The students are assigned houses and stay with that house team for their entire time at International Sharing School. Siblings are assigned to the same house as each other. Teachers are also assigned to houses.

The main purpose of the House system is to create a sense of spirit and belonging across the school and to give students the opportunity to collaborate with different Grade levels during organised events. It provides a chance for students to develop their leadership skills and creates a culture of positive role models within the school and to respectfully learn competitiveness.

Class Agreements

Each class create their own set of class rules at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

Students assuming responsibility

Students are given responsibility in class and around school in a variety of ways ranging from class monitors, school monitors, and sports leaders as well as through the school council.

The values and school rules are reinforced by the adults in school by:

- being role models for the students
- giving clear and concise directions to children so that misunderstandings do not arise
- acknowledging positive behaviour, preferably in private conversations.

Inappropriate Behaviour

International Sharing School will not tolerate behaviour which impacts on other people's learning and/or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the student involved. We distinguish different categories of inappropriate behaviour, and our consequences are related to the category of inappropriate behaviour.

Behaviour Categories and Consequences

Category One incidents of misconduct might involve behaviours as simple as running in the hall or forgetting to submit the mobile phone to the homeroom teacher, or it may involve behaviour that is disruptive or contrary to a strong sense of community, such as pushing in line or failing to clear a table in the cafeteria. The disciplinary learning for the student typically involves coaching by schoolmates, friends and teachers. This may take the form of reminders, suggestions and explanations that give the learner a clearer understanding of the context and implications of his or her actions.

Consequences Category One incidents often include time taken out to review what happened, reflection on the lessons an incident might offer, and apologies, if appropriate.

Some examples of Category One incidents include, but are not limited to disruptive behaviour, dress code violations, minor technology violations, copying homework, tardies following a warning, unsafe play, and littering.

Category Two incidents of misconduct include more serious or persistent failures to meet expectations. The misconduct is referred to the homeroom teacher and Programme Coordinator. The Counsellor and Parents may be notified as appropriate.

Some examples of Category Two incidents include but are not limited to a pattern of repeated Category One incidents, rude or dangerous behaviour, intentional property damage, intentional plagiarism, technology use violations, inappropriate displays of affection, smoking/vaping, skipping, recurrent tardies, and profanity.

Consequences for Category Two incidents may range from a loss of privileges to detention during breaks or after school, internal suspension or service to the school to compensate for the inappropriate behaviour.

Category Three incidents include cases of extreme misconduct or concerns that persist over time despite the best efforts of the school to employ a variety of strategies to address them. Individual incidents represent a clear and significant breach in the school's core values.

Some examples of Category Three incidents include, but are not limited to: fighting, intimidation/bullying, major technology violations, extreme academic dishonesty, excessive tardies, recurrent skipping, vandalism, possession of weapons, drug/alcohol possession or use, stealing or forgery. Category Three also includes cases involving a pattern of repeated Category Two incidents. Such concerns represent an extended failure in learning over time. Category Three misconduct can also include a persistent pattern of significantly harming or holding back the learning of others in the community.

Consequences for Category Three incidents include longer internal or external suspensions and consequences may include expulsion.

	Category 1	Category 2	Category 3
Sample Behaviours	<ul style="list-style-type: none"> Running in the hall Failing to keep a clean and organised workspace (table and classroom) Rough-playing colleagues Not submitting the mobile phone Casual swearing Not complying with the teacher's instruction Disruptive behaviour in class which affects the student and others Unintentional property damage Not handing in homework Inappropriate displays of affection Using a language other than english in class 	<ul style="list-style-type: none"> Pattern of repeated Cat 1 incidents Rude, dangerous or intimidating behaviour Verbal, intentional aggression Intentional property damage Intentional plagiarism, technology use violations Skipping classes, recurrent tardies, and profanity Excessive tardies (20 min) Playing games instead of work during class time Leaving campus without permission Cigarettes/vape/pocket knives possession 	<ul style="list-style-type: none"> Pattern of repeated Cat 2 incidents Physical aggression Systematic bullying Major technology violations (e.g. using someone else's account; posting offensive content on social media, others) Extreme academic dishonesty Recurrent skipping Vandalism Possession of weapons Drug/alcohol possession or use Stealing or forgery Smoking/vaping

Response to student	Reminding, oral reflection; "Time-out" of 5 minutes and return to lesson; extra task (homework detention); going to another class; loss of privileges; device collected	Loss of privileges; detention during breaks or after school, internal suspension; service to the school; slideshow for class; device collected;	External suspension or expulsion
Parents informed	No	Depends on case	Yes, orally and in writing

Suspension

Suspension may be employed in two forms: 'In-School Suspension' removes the student from classes and free time while remaining at school in a supervised area. 'At-Home Suspension' removes the student from school altogether. A student at home cannot return to classes until a conference is held involving school administration, student and parent.

Expulsion

Expulsion means the student is no longer enrolled at the school. Extremely serious or protracted, unaddressed misconduct may lead to expulsion. A decision to expel can be made by the principal after consultation of the Board.

Student Rights & Responsibilities

Rights & Responsibilities in relation to **learning**

Everyone should be free to learn, teach and express him or herself without being interrupted. This means that I am responsible for:

- Coming to school on time and being ready to learn;
- Respect and be respected;
- During lessons, refrain from disruptive talking as it disrupts my and others' learning;
- Being engaged in learning and putting forth the best effort;
- Understanding that making mistakes is part of learning and being comfortable and prepared to make them. In our school, mistakes are:
 - Respected
 - Accepted
 - Corrected
- Moving through hallways and inside the classroom in an orderly manner and respectful of other learners.

Rights & Responsibilities in relation to **self**

I have the right to my own individual style as both a person and learner; therefore, I am responsible for allowing others their personal style. Everyone should be able to play, work,

read, study, teach or spend time quietly and peacefully without unwelcome interference.

This means that I am responsible for

- showing awareness of myself and others as learners and thinkers
- regulating and taking responsibility for my actions
- acting in a principled, responsible manner with all members of our International Sharing School community
- taking care of my personal hygiene and health.

Rights & Responsibilities in relation to others

I have the right to be myself and be happy in school; therefore, I am responsible for acting with integrity and respect for others. Everyone should be treated fairly and have their feelings and cultures respected.

This means that I am responsible for:

- Speaking to others in a kind and respectful way;
- Being considerate of the feelings of others and their personal space;
- Showing tolerance and appreciation for all personal and cultural differences;
- Respect all personnel on campus: teachers, support staff, parents, volunteers, and classmates.

Rights & Responsibilities in relation to property

I have the right to feel and be safe in this school and to have what I bring to school protected; therefore, I have the responsibility to ensure that others also feel safe regarding their property.

I have the right to enjoy the facilities and environment at ISS; therefore, I am responsible for doing whatever I can to protect and preserve our school and community's property (materials and furniture).

This means that I am responsible for:

- Taking care of my own property;
- Respecting the property of others;
- Keeping my hands to myself and sharing in a friendly and respectful manner;
- Using equipment in the manner that it was designed;
- Keeping our school free of destruction and reminding or reporting anyone who fails in that responsibility.

PYP students and staff will be responsible for complying with this policy in the classroom, on the playground, in the cafeteria, on the bus, and within the context of all other common spaces and school-related activities. Each student is held responsible for their actions

when supervised by an adult. Once students have been dismissed, parents or guardians are expected to adhere to all policies and procedures in this document whilst on campus.

Teachers and students work together to build classroom community agreements that are consistent and aligned with ISS Student's Rights and Responsibilities and community agreements. Homeroom teachers will establish and enforce their own classroom agreements, which are posted in the classroom. Teachers, students, parents and administrators are committed to working together to address disciplinary matters to help students develop strategies to self-regulate behaviour and take responsibility for their actions.

Specific Student Behaviour Expectations in Different Settings

Classroom

- Adhere to the classroom agreements
- Demonstrate acceptable use of technology
- Store personal items in an assigned locker
- Use respectful language.

Hallway

- Refrain from being in hallways before school and during morning and lunch recesses
- Use respectful language

Cafeteria

- Wash hands before eating
- Always walk
- Sit down while eating at designated areas
- Use appropriate table manners
- Clean the area when finished eating; carry the tray to the tray holder, push in chairs, and throw away any rubbish
- Take responsibility for spilt food or other accidents
- Talk using indoor voices
- Use respectful language.

Playground

- Play in designated, supervised areas
- Stay within boundaries
- Be respectful of trees and landscaped areas
- Use good sportsmanship and fair play
- Use playground equipment and toys safely

- Be inclusive in games
- Use respectful language.

Language

Language Philosophy

International Sharing School recognises that the study of language is central to all learning. Language study including, English (language of school instruction) and Portuguese (language of school location) and other foreign languages, develops international understanding, reinforces cultural identity, enhances personal growth and promotes effective communication.

We believe that the mother tongue language development is crucial for promoting and maintaining cultural identity and emotional stability and that acquisition of more than one language enriches personal growth and helps facilitate international understanding. International Schools have a special responsibility to recognize and support each and every aspect of language development.

In the Primary Years Programme:

- English is the medium of instruction in most subjects
- Portuguese is taught as a subject to all PYP students
- Optional languages – French/German/Spanish – are taught in PYP 3-5, once a week. Students opt for one language which they continue to learn throughout the PYP and into MYP. Students cannot choose their mother tongue as a Language Acquisition subject. Students must maintain the same additional language in each year. This is to ensure the language continuity and provide the students with the best preparation for e-assessment in Language Acquisition in MYP 5.

In the Middle Years Programme:

- English is taught through Language and Literature and Language Acquisition with students identified as to which area is appropriate to them
- Portuguese is taught through Language and Literature and Language Acquisition with students identified as to which area is appropriate to them
- Students choose one of the languages French, German and Spanish. MYP students continue studying the language they studied in the PYP. The lessons are taught for all MYP students 1-3, twice weekly, and for MYP 4-5, three times a week. Students cannot choose their mother tongue as a Language Acquisition subject. Students must maintain the same additional language in each year. This is to ensure the language continuity and provide the students with the best preparation for e-assessment in Language Acquisition in MYP 5;

Multilingualism

Multilingualism as a fact

At International Sharing School we embrace learners from around the world:

- The language profile of our students is varied, and we encourage our students to speak a variety of languages;
- English is the language of instruction and the common language for all communication with the school community;
- Portuguese is the national language of our host-country.

Multilingualism as a right

At International Sharing School we believe learners have the right to:

- Maintain their mother-tongue as it is vital to their self-image, family relationships and cultural identity;
- Learn English as a global language;
- Learn additional languages, particularly of the host country, for better intercultural understanding.

Multilingualism as a Resource

The multilingualism of our school community is an important resource needed in order to accomplish our vision and mission. A multilingual environment supports international mindedness by developing intercultural understanding and respect.

Language Profile

A developmental language profile is created for each student through the Admissions process when enrolling at the school; recording and identifying the student's mother-tongue language and written and oral competency in other languages; in order to best support students in their respective languages and in their learning.

Admissions

Students applying to MYP 4 and 5, who indicate that English is not their mother-tongue, will be reviewed by the Programme Coordinator, as a requirement of the Admissions policy

How Mother-Tongue Languages Are Supported

We believe that the mother-tongue language development is crucial for promoting and maintaining cultural identity and emotional stability and that acquisition of more than one language enriches personal growth and helps facilitate international understanding. Students are encouraged to make use of their mother-tongue or best language to scaffold information, understand concepts and increase vocabulary when studying in the language of instruction. Students are also encouraged to use mother-tongue both socially and academically throughout the day.

In addition, the Diploma students are offered the option to study a school supported self-taught language, in order to support students whose mother-tongue language is not taught in the school.

The school promotes an internationally minded community through various learning engagements and events that develop intercultural awareness and celebrates the linguistic diversity within our school community.

Parents are encouraged to support their child's mother-tongue through reading at home as research shows that this greatly enhances the child's development. Parents are also encouraged to share or donate to the school library, a variety of resources in their mother-tongue language to further support student mother-tongue learning.

Learning Of The Host Country Or Regional Language And Culture

- Celebrate cultural days within school
- The school promotes the host country language
- PYP and MYP students are obliged to study the language
- Diploma students are provided with an option to study either Portuguese A or Portuguese B.

Essential Agreement for the Teaching of Language

All students

- are encouraged to maintain and value their own native language and to value the native language of other people
- are taught language by all faculty and have opportunities to develop and use all aspects of language across the curriculum
- are encouraged to become fluent in more than one language
- are encouraged to share and develop their work in a social context
- are encouraged to take risks and use self-correcting techniques
- receive constructive and specific feedback from staff and peers
- are exposed to modelling of rich language experiences.

Programme	Grades	Language
Primary Years Programme	EY: Nursery EY: Kindergarten EY: Reception	English Portuguese
	PYP 1-2	English Portuguese
	PYP 3 - 5	English

		Portuguese		
		French	German	Spanish
Middle Years Programme	MYP 1 - 5	English L&L		Portuguese L&L
		English Lang Acq		Portuguese L Acq
		French	German	Spanish
Diploma Programme Lang A	DP 1-2	Eng L&L HL	Por L&LHL	
		Eng L&L SL	Por L&L SL	SSST any language
Diploma Programme Lang B		Eng B HL	Por B HL	Fr / Sp / German B HL
		Eng B SL	Por B SL	Fr / Sp / German B HL
				Fr / Sp / German Abln

Additional support for English and Portuguese

Students are identified as to their proficiency in English (the language of instruction) and in Portuguese. Their level of fluency determines if they receive

- in class support by teachers and teaching assistants;
- specific support in English and Portuguese rather than the compulsory and optional foreign languages.

English as a Second Language (ESL)

- ESL support will be provided to students whose mother-tongue is not English and who do not have the required level of English language to fully access the curriculum.
- ESL support decreases as students demonstrate academic progress and become more independent in their learning.
- Coordinators will collaborate with teachers to provide a variety of teaching strategies to support language development in the classroom.
- It is the aim of the school for every student to be prepared for completion of the MYP Certificate in MYP 5. For students to be eligible to be registered for the MYP Certificate it is a requirement that they can engage in the English Language & Literature curriculum by the time they reach MYP 4.

Support for English as a Second Language (ESL)

All students who indicate that English is not their mother-tongue, are required to be reviewed by the Programme Coordinators. The procedure for students who are identified as requiring additional English language support is as follows:

- PYP: A Language Acquisition teacher supports students both in classroom context and in small groups according to student needs.
- MYP: If a student's mother-tongue is not English, the student will attend Language Acquisition lessons, instead of attending the English Language & Literature lessons, until their level in English is adequate to participate in English Language & Literature lessons

- DP: ESL is not provided to Diploma students, as the demanding course requires students to have a proficient level of English at entry to the programme.

Support for other mother tongues / cultures

International Sharing School supports language communities by providing free space for them in the school building, after school hours, to provide lessons in their mother tongues.

Resources in different languages are available to help facilitate learning within and outside the classroom.

The Role of the Librarian and Library Resources

The school Librarian collaborates with the Programme Coordinators and Language teachers to ensure that

- a consistent application of MLA9 referencing, and citation is taught, and in accordance with the school's Academic Honesty Policy
- the contents of the school library are reflective of our multilingual school community and parents are encouraged to help source texts from their home countries to support their child's mother tongue and language development
- the school library has a developing collection of books in different languages. Students are encouraged to borrow books frequently to support language acquisition. These books are also accessed by the language teachers to support teaching and learning.

Student Attendance

Students need to have an 85% attendance to progress to the next grade. In High School (Gr 9 – 12), students need to have 85% attendance per course / subject to pass the course / subject.

Parents are asked to inform the school beforehand, through Managebac, of absences coming up. In the case of illness, parents must inform the school about the absence through Managebac before 08:30.

The school does not offer hybrid lessons. Therefore, students who are absent from school cannot log into lessons at the school. Exceptions can possibly be made for extremely unusual circumstances.

By law, parents are required to inform the school if they are away from home for several days while their children remain at home without their parents. The school needs to be informed that the parents are away from home and who will be responsible for the children during their absence. The school is obliged to contact child services if parents are away without informing the school.

If a child is being picked up by someone else than the parent, the parent is asked to inform the school beforehand of who will pick up their child.

Lines of Communication

Issue	Person to contact
Student academic progress	Homeroom teacher (primary) Single subject teacher (Primary) Subject Teacher (secondary)
Behaviour or Social Emotional issues	Homeroom teacher (primary and secondary) Psychologist: Ms Marta Ferreira
Educational Programme	Programme Coordinators
Unusual pick up and drop off times and arrangements, uniforms, fee payment	Office
Special Educational Needs (SEN)	Psychologist: Ms Marta Ferreira
School wide issues	Principal

Appointments can be arranged personally, by email or via the school Office.

If a parent feels that a concern of academic nature could not be resolved through a meeting with the teacher involved, the parent may choose to contact the relevant Programme Coordinator.

Regarding any issue, if parents, after having met with the teacher or programme coordinator, still feels that an issue is unresolved, they are free to contact the principal.

Language Of Communication

While International Sharing School respects and encourages the host country language and the varied mother-tongues of our students and parents, the English language is the language of instruction of the school and the official language of communication with the whole school community.

Smoke Free Campus

International Sharing School is a smoke-free campus. Smoking and all tobacco products are banned for everybody in or on all school facilities and property. This includes a ban on smoking in the transportation used to transport faculty and students on field trips or other school events.

Student Lunch

In the old building that is part of the APEL school, students may choose to have lunch and snacks from the school canteen, where meals are provided by an external partner, or to bring their lunch and snacks from home. Students are not permitted to eat in the classrooms and along the corridors.

When we move to the new school, all students will have to pay a mandatory fee for food. This food will be provided by the caterer [Thomas Franks](#), a very well know caterer providing food for private and international schools in the UK and across Europe. This fee will provide a morning snack, a lunch and an afternoon snack. The food always includes a vegetarian option and is nut and seafood free.

Lost And Found

International Sharing School is a secure campus and a caring, principled community. Students are expected to take care of their belongings and not leave valuable items unattended, as this is inviting the potential for things to go missing. If a student misplaces an item, they should check at the school office. At the end of each term, school uniform items that are left in Lost and Found will be on display for parents to pick up. Items that are not picked up will be sold for 50% of the new price.

Birthday Invitations

The school can support the distribution of hard copy or electronic Birthday Invitations to students but only when all the children in the class are invited. Please pass on the invitation to the homeroom teacher who will ensure the distribution of the invitations.

