





GOLDEN OAK

PRIVATE SCHOOL

Contact Information:

  Golden Oak Private School

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WELCOME TO OUR GOLDEN OAK FAMILY!

It gives us great pleasure to officially welcome you and your child to the vibrant learning community of Golden Oak Private School. The notes on the following pages contain important information for prospective students about the school year 2023-2024.

TYPE OF PRIMARY SCHOOL

Golden Oak is an English School that teaches the British National Curriculum with differentiated teaching methodologies to assist all children regardless of their learning style, focusing equally on both academic development and personal-social development. Golden Oak is also obliged to teach the Greek Language to all students, the level of which is always determined based on whether the children are native or non-native Greek speakers.

REGISTRATION & RE-REGISTRATION PROCEDURE

Completing the registration procedure

To complete a child's registration and secure their spot, the following must be complete:

- Submit a registration form
- Pay the **non-refundable** registration/insurance fee as well as the cost of the book/activity packs which comes to a total of €450.
- Provide a copy of the child's:
 - (1) Birth Certificate
 - (2) Passport or ID card
 - (3) Health certificate of the child (by a paediatrician)
 - (4) Previous school report (if applicable)

If someone has registered their child but has not provided one of the above 3 documents, please email it to us at info@goldenoakcyprus.com or eec.cyprus@gmail.com and we will print the missing document to add to your child's file before school opens in September.



GOLDEN OAK

PRIVATE SCHOOL

Priority for registration will always be given to our currently registered students and their siblings. All current parents will be asked if they wish to re-register their children for the next academic year. A new registration form will be made available to parents for each new academic year.

PROTOCOL FOR ENTERING THE SCHOOL PREMISES

For safety reasons, **parents and strangers are not allowed to enter the school premises (only up until the central gate) without an appointment or invitation – parents and strangers are not allowed inside the classroom when children are inside.**

DROP OFF & PICK UP TIMES

Drop off → Teachers will be waiting to collect the children at the main gate between **7.30 am and 8.30 am** every morning. We would like all children to arrive by 8.30 am because this is the official closing time of the central gate, so if a parent is running late, please send a message to inform us what time you will arrive (otherwise there will be no teacher at the gate to greet your child).

Absences → the teacher at the gate will be holding a register and ticking off which children have arrived at school. If a child is sick, please send us a message to inform us that the child will not come to school that day. Otherwise, we will have to telephone the parents to see where the child is.

Pick up → There are 2 official pick up times during the day: **13.30 or 16:00**. If you want to pick up your child earlier, please send us a message to inform us so that we can have your child ready and waiting. You have the option of a later pick up, at **17.30**, at an additional monthly cost.

CURRICULUM & TEACHING METHODOLOGY

The British National Curriculum lies at the core of our educational programme; with the high academic standards that it represents and the world recognised external examinations that it leads to. The curriculum sets out in some detail what must be taught in each of the subjects. At our school, subjects are largely taught by your child's class teacher who also has responsibility on a daily basis for the pastoral care and social development of your child.

We practice differentiated teaching that takes into consideration each child's individual learning style. We emphasise a personalised approach to education and recognise the needs to adapt and be creative with our curriculum, teaching and pupil learning so that we meet the needs of individual students. Our teaching methods recognise and reflect the fact that each child is an individual with his/her own aspirations and aptitudes. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning. Not all students do the same work at the same time.

Within any class and across the curriculum, our teachers regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all students while at the same time giving them work that is within their capabilities so that each child experiences success. There are circumstances when all students in the class are given the same task. In these situations, teachers will have different expectations of different students based on their knowledge of individual children's strengths and needs. Attainment and achievement are continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved. All children are given opportunities to develop skills for learning, skills for life and skills for work. At the beginning of each term, Curriculum Overviews for each year group are evaluated and, if necessary, readjusted to suit the needs of each individual student.



GOLDEN OAK

PRIVATE SCHOOL

ACADEMIC SUBJECTS

Numeracy and mathematics

Teachers will use every relevant subject to develop students' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across Our school curriculum. Teachers will develop students' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Students will be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Students will apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They will also understand the cycle of collecting, presenting and analysing data. They will be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Language and literacy

Teachers will develop students' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for students, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

i. Spoken language

Students will be taught to speak clearly and convey ideas confidently using Standard English. They will learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

ii. Reading and writing

Teachers will develop students' reading and writing in all subjects to support their acquisition of knowledge. Students will be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Our school will do everything to promote wider reading. We have library facilities and set ambitious expectations for reading at home. Students will develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar. They will build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

iii. Vocabulary development

Students' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers will therefore develop vocabulary actively, building systematically on students' current knowledge. They will increase students' store of words in general; simultaneously, they will also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, students expand the vocabulary choices that are available to them when they write. In addition, it is vital for students' comprehension that they understand the meanings of words they meet in their reading



GOLDEN OAK

PRIVATE SCHOOL

across all subjects, and older students will be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct students into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Science

Students study a variety of scientific themes throughout the year and our philosophy is that students learn better through practicing the theory they learn. We support a hands-on approach to scientific themes to supplement the theoretical segment.

Geography/Gardening

Students are taught to recognise maps and essential geographical features. They are also encouraged to work outside in nature and enjoy gardening activities like planting and harvesting.

Global History

Students are taught about the history of the world, both ancient and modern.

Computing

Computer literacy is taught, with special emphasis on online safety protocols for young learners who are now starting to surf the web and play online games.

NON-ACADEMIC SUBJECTS

Personal Social Health Education (PSHE)

We nurture a whole-child philosophy where children are encouraged to take risks, acknowledge areas to improve on and cultivate their intra and interpersonal skills, all in a safe and inclusive environment. A newly adapted Personal Social Health Education (PSHE) programme for our school based on the British National Curriculum guidance enables your child to further develop positive character traits and learn how to understand and respond to sensitive situations as they arise. Children have daily PSHE lessons, although these areas are also included across many areas of the curriculum. Topics include: bullying, emotional intelligence, discrimination, relationships, friendships, trust, personal safety, growing and changing, mental health, physical health, social issues, environmental issues, digital literacy, community responsibility,

PHYSICAL EDUCATION (PE)

Our Physical Education (PE) classes are fun, active and have an emphasis on participation. The skills acquired in PE will improve your child's physical fitness, strength, agility, balance and coordination while they participate in different sports either on or off campus. This gives your child the lifelong skills they will need for an active and healthy life and to pursue sports that interest them if they wish.

EXPRESSIVE ARTS

In terms of confidence building, the opportunity to perform on stage in front of an audience is invaluable! Our Expressive Arts programme delivers Art, Music and Drama, which encourages and helps your child express themselves creatively and nurtures individual talent. The excellent foundation that these subjects provide



GOLDEN OAK

PRIVATE SCHOOL

allows your child to work towards their artistic aspirations. Our small school ensures that an inclusive policy is always possible, with every child having the opportunity to be a member of the cast or choir if they so wish. Regardless of past knowledge or experience, all students have dedicated Expressive Arts curriculum time.

CULTURAL INTERNATIONALISM

As part of our strive to ensure our students are active global citizens, Primary students also attend Internationalism lessons. These lessons ensure that our children and young people will be able to play a full and active part in society, to understand their role within the wider world and become an active future global citizen. At Our school children from different cultures learn to enjoy, work and play together in a truly international setting. We aim to develop the concepts of global citizenship and internationalism in all our students through curricular programmes and extra-curricular activities across all key stages. We expect, want and aim for all of our children to respect and care for those of other cultures, to understand their responsibility to the world and to have the confidence to face challenges in a multi-cultural society.

LIBRARY TIME

We have a library where students will go once a week with their teacher. In these times your child will learn about how to use the library and have ample opportunity to borrow books and read with their friends and teachers. The students will have a reading record to help the teacher keep track of all the books they have read.

HOMEWORK

Children who stay until 16.00 or 17.30 daily, complete their homework at school. The purpose of homework is to allow your child to practise and consolidate the work done in class as well as allowing preparation for future class work. The homework timetable is adjusted by each teacher in order to meet the different needs of each individual student or the class as a whole. A small amount of additional homework may be given to the students at the weekend.

PRIMARY ASSESSMENTS & REPORTS

Students receive formal assessments and reports twice per year (usually in December & June). The overall purpose of assessment is to support learning. Teachers use a variety of formative assessment strategies in teaching the children how they can improve upon their current standards of work. This applies to all students, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive. It acknowledges that children and young people progress and achieve in different ways and at different rates. Teachers set realistically challenging targets for their students, helping to ensure that the pace of learning is appropriate for all students. Our teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their students and extending and developing learning. Assessment information is used to track students' progress, inform planning and direct future learning and teaching activities. It is also used for reporting purposes for parents. Reports include 3 categories: academic progress, effort, and behaviour. Official reports will be emailed to the parents, not given in paper form (for eco-friendly reasons).



GOLDEN OAK

PRIVATE SCHOOL

STUDENT LEADERSHIP

We recognise our responsibility in developing the learners of today into leaders of tomorrow. Whether it is leading from the front or being an effective team player, the development of good leadership skills is essential for all Britannica students. We have developed a leadership programme that runs throughout the school and aims to offer an opportunity for all students to be able to find a leadership role that suits them. We encourage our Primary School students to take responsibility, where appropriate, within the school. This allows them to have a say in aspects of the ongoing, day to day work and life of the school and to see that their views are being listened to and acted upon. Students realise that they can make a difference and bring about improvement. Some of the ways that we do this are School Council, and, leadership roles related to Sports, Library and equipment.

STUDENT CODE OF CONDUCT

While attending school during regular hours or during school-sponsored activities, students are expected to follow these basic rules, procedures, and expectations:

1. Your first priority at school is to learn. Avoid distractions that interfere with or are counter-intuitive to that mission.
2. Be in the assigned place with appropriate materials, ready to work at the designated time that class begins.
3. Work to the best of your abilities.
4. Wear school uniform correctly at all times.
5. No illegal activity is permitted in or around the school premises.
6. Keep hands, feet, and objects to yourself and never intentionally harm another student.
7. Do not bring dangerous items to school that can harm others.
8. Use school-appropriate language and behaviour at all times while maintaining friendly and courteous behaviour. Bad language will not be accepted.
9. Be polite and respectful to everyone, including students, teachers, administrators, support staff, and visitors.
10. Follow individual teacher instructions, class rules, and expectations at all times.
11. Do not verbally or physically fight with others inside or outside the school premises.
12. Do not be a bully. If you see someone being bullied, intervene by telling them to stop or immediately report it to school personnel.
13. Do not become a distraction for others. Give every other student the opportunity to maximize their potential. Encourage your fellow students. Never discourage anyone.
14. Attend school promptly every day – limit lateness and absences as much as possible. If a student is absent, he/she is responsible to catch up on missed work. School attendance and participation in class are an essential part of the educational process. Regular attendance at school is necessary for student success. Furthermore, it allows students to achieve the maximum possible benefits from their educational experience. All students are encouraged to be present and prompt. School attendance is the responsibility of both parents and students.
15. Represent yourself in a manner that you will be proud of in 10 years. You only get one opportunity to get life right. Take advantage of the opportunities you have at school. They will help you be successful throughout your life.



GOLDEN OAK

PRIVATE SCHOOL

STUDENT BEHAVIOUR

One of the great benefits of our teaching approach is that children have the opportunity to learn how to behave in a social situation from other children slightly older than themselves. Staff maintain an ethos of positive guidance at all times. Here are some techniques that we use when dealing with challenging behaviour: • Positive intervention and distraction • Modelling good behaviour • Practising social skills through drama and role play • Talking things through • Time-out with adult observing other children • Time-out to calm down • Practising acceptable behaviour but giving no attention to unacceptable behaviour

Positive Behaviour Management is a vital component in helping Our school to achieve its aims and values. Our Promoting Positive Behaviour policy also provides our students with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others. Discipline is essential to good learning situations. The general aim of our school is to provide an atmosphere of mutual respect and collective responsibility. Students, parents and teachers all have an important part to play in achieving this atmosphere. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned. We take a positive approach to promote responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc. ‘Star of the Week’ certificates are presented to individual children for effort and special achievements at assemblies. We also have House Point certificates for children.

Evaluations have shown that promoting positive behaviour and attitudes do have a significant impact on students’ social skills and behaviour, but this doesn’t happen overnight. While we are confident that these approaches will work for the majority of students, we have taken the precaution of putting in place a system in Primary School based on traffic lights which will be used if a child does not respond positively to the above approaches. These are placed prominently in the classroom along with a visual reminder of the steps for both teachers and students. However, in extreme or persistent cases of troublesome behaviour, our school implements the ‘time-out’ zone.

TEACHING PHILOSOPHY

Golden Oak teaches the British National Curriculum with differentiated teaching methodologies to assist all children regardless of their learning style, focusing equally on the academic development and personal-social development of the children in our care. Their individualised development and happy smiles are our reward.

Children are unique, curious, and creative individuals who are natural learners and rich in potential.

Children are unique individuals whose points of view need to be listened to and respected. Children are competent and capable individuals who can take responsibility for their learning. They have an innate desire to discover, learn, and make sense of the world. Children express their ideas, construct and demonstrate their understanding in multiple ways, including artistic expression, constructive play, imaginative play, and role play. They have the right to realize and expand their potential.

Children’s play is an inquiry into the world around them.

Play capitalizes on children’s natural curiosity and exuberance. Through play, children test and revise their ideas to make connections between previous and current experiences. They construct their own meaning and understanding of how the world works. Play enables children to develop a sense of autonomy and identity, as well as their ability to make informed decisions. Children become increasingly skilled at being group members, initiating and working together, asking questions and exploring possible worlds through



GOLDEN OAK

PRIVATE SCHOOL

imagination. Purposeful play requires time. Our schedule includes uninterrupted blocks of time during which we provide a balance between a classroom rich in child-initiated play and playful focused learning.

Children's curiosity should be fostered and encouraged.

We offer a curriculum that is engaging, relevant, challenging and significant for learners in the 3-6-age range. Through an inquiry-based approach to teaching and learning, children engage in authentic, meaningful learning experiences that enable them to take action. This approach also supports students to develop transdisciplinary skills, attitudes and knowledge, thus empowering them to become independent, life-long learners and resourceful, internationally-minded global citizens. We understand the importance of mother tongue in the acquisition of language.

Children learn more through relationships with other people.

Children socially construct their knowledge and understanding of the world by interacting with other people and with the surrounding environment. They need opportunities to participate in collaborative learning activities involving dialogue, conflict, and negotiation. A quality learning community involves effective partnerships between parents, teachers, and children. Connections with home and family are integral to learning in the early years.

Our learning environment actively supports physical, social, intellectual and emotional development.

We offer a learning environment that provides individuals with a sense of belonging, reinforces respect and empathy and promotes effective communication. Our children are encouraged to be active and take thoughtful risks, to recognize their own accomplishments, to take responsibility for their actions and to develop resilience and positive self-esteem. Teachers and children can modify spaces to provoke and extend inquiry, or to respond to the needs of the learners. We provide a variety of human-made and natural resources that are readily available for the children to discover, explore, and construct meaning from. Environments are intentionally created to invite exploration, provoke curiosity, engage the senses and celebrate the children's learning journey.

FOOD & MEALS AT SCHOOL

The school can provide 1 optional meal (a hot meal at lunch time) which comes at an additional cost. Parents must provide the school with a child's breakfast and afternoon snacks. Below we will outline what parents can bring to school for their child's breakfast and snacks.

Food Allergies / Special dietary requirements

- Parents must inform the school immediately about any food allergies or special dietary requirements, if they have not already done so (there is a section on the application form that parents should have already filled out for allergies)

Lunchtime – The Mediterranean Diet

It has been observed in recent years that children in kindergartens are increasingly moving away from healthy eating habits. However, the promotion of a balanced diet is important for all of us. According to scientific



GOLDEN OAK

PRIVATE SCHOOL

studies, the Mediterranean Diet is incredibly healthy as it is rich in vegetables, soup, legumes, fruit, cereals and with olive oil as the main source of fat. This diet contributes to the maintenance of good health and longevity. Our aim is to promote the Mediterranean diet by encouraging our students to eat healthy food, as well as drinking enough water throughout the day. Our weekly lunch menu includes: soup, meat (mainly organic chicken), pasta, legumes, fish, salads, rice, orzo, bulgur wheat, and potatoes. On special occasions, of course, the children will be allowed a “cheat day” as a special treat. But in general, we should all try to follow the healthy eating food pyramid below:



Our Food Etiquette

- Lunch time is supposed to be a relaxing and enjoyable time for the children.
- Kindergarten teachers remain close to the children and discreetly help them wherever needed.
- Hand-washing before and after meals is compulsory.
- Appropriate table manners are taught.
- Children practice daily responsibilities such as setting the table, helping to clear the table, and even serving the food to their friends. This builds a heightened sense of responsibility and pride in each child.
- Children are encouraged to eat all the different types of food included in the school menu. They learn the value of proper nutrition in their lives.
- We don't force any child to eat if he/she doesn't want to, especially during the first few weeks.



GOLDEN OAK

PRIVATE SCHOOL

At our school we do NOT accept:

- chocolate milk
- chocolate
- chocolate/cream biscuits
- sugary snacks
- nuts (choking hazard)
- crisps/chips

Healthy breakfast / snacks to send to school are:

- Cereals (except chocolate flavoured)
- Oatmeal
- Hard boiled eggs
- Cereal bars (which contain a wealth of nutrients found in oats, nuts, sesame, honey and dried fruit)
- Yoghurt (check the sugar content)
- Juice (check the sugar content – prefer 100% juice content)
- Fruit smoothies
- Sandwiches
- Sweet potato fries (Homemade, baked sweet potato fries are a nutritious alternative to french fries).
- Carrot sticks and hummus/ guacamole
- Tortillas (whole wheat tortillas that you can fill with either a little peanut butter and jam, or honey and a little butter, or veggies, avocado, turkey, and low-fat cheese).
- Cut pieces of fruit
- Cut pieces of vegetables
- Cheese sticks
- Whole-grain crackers and nut-based butter
- Baked peanut butter and banana quesadilla

Advice for making cakes/cupcakes:

We allow cupcakes and cakes at school (manly for special occasions like birthdays), as long as the sugar content is kept to a minimum. Our advice is to avoid adding sugar or margarine. Substitute with some honey, coconut butter, pure cow's butter or olive oil. You can make many healthy cupcakes in different flavors and add pieces of dark cooking chocolate if you wish. In general, if you want to give chocolate to your children, prefer the one with 75% cocoa content.

Below you will see some pictures of healthy lunch-box options:



GOLDEN OAK

PRIVATE SCHOOL





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PRIVATE SCHOOL

Health and Safety Rules

The health and safety of all our children and staff is our top priority. We strictly adhere to Covid-19 safety protocols throughout the year. We are also very aware of the need for a healthy and hygienic environment in the classroom and playground. Hand washing is taught and carefully monitored, and care will be taken with cleaning of tables, toys, door handles etc. If your child shows signs of illness, do not send him/her to school. This is to minimize the risk of other children or adults becoming sick as well. Sickness is recorded as an excused absence.

When children should stay home from school:

Children must stay home if they have symptoms of possibly contagious or serious illnesses that they might spread to other children, including:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Unusual Fatigue
- Muscle or body aches
- Unusual Headache
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

When children will be sent home from school:

Our school staff serves as the link between parents and children. When a child complains of illness, it is the responsibility of the school to note and communicate common symptoms, such as fever, vomiting, and diarrhea to parents. The school is not allowed by law to diagnose specific illnesses, and we are not equipped to care for an ill or injured student for an indefinite amount of time. Parents are responsible for picking up their child in a timely manner once notified by the school. If the parents are unable to come themselves to pick up their child, then they must inform the school who they are allowing to act on their behalf to pick up their child.

Colds

Keep children home with a coloured nasal discharge, fever, bad cough, headache, nausea, vomiting or if the child is too tired or too uncomfortable to function at school.

Cough

A child needs to remain home if he/she has a dry/productive persistent, barking and hacking cough or is unable to practice respiratory etiquette (turning away from others and covering their mouth) and proper hand washing.



GOLDEN OAK

PRIVATE SCHOOL

Fever

Children must be fever free for 24 hours (without the aid of a fever-reducing medicine), before returning to school.

Head lice

Parents are responsible for monitoring their children for head lice. Please notify the school and grade level teacher if your child has head lice. If signs of lice are observed at school (itchy scalp, frequently scratching, redness behind the neck or ears), the school will have to do a discrete examination of the child's hair. If the school confirms head lice is present, we will contact the child's parents to collect him/her.

Conjunctivitis

Children whose eyes are red or pink, and who have eye pain and reddened eyelids, with white or yellow eye discharge or eyelids matted after sleep may have Purulent Conjunctivitis. They should not be in school until they have been examined and treated. A Medical Note stating that the condition is not contagious or has been properly treated is required to return. Children with pink eyes who have a clear drainage and no fever, no eye pain, and no eyelid redness do not need to be kept home.

Returning to School After Sickness

If the child has been home sick for any of the above mentioned illnesses, they must be cleared by a doctor and free from symptoms for 24 hours without medication. The school requires that you present a doctor's note for re-submission to the school after illness. This is done to protect all of the other children and staff as well.

Medication in school

Please note that the school does not have the authority of administer any medication to children.

Toilet Training

Using the Toilet

Children must be **fully toilet trained** and not wear diapers to attend the school. A teacher will always be near the bathroom when a child goes to the toilet in case of any emergencies. Please provide extra clothes and underwear for your children, in case of toilet accidents.

A child is considered toilet trained when he or she can complete the following steps unassisted:

- Know when he/she needs to use the bathroom
- Alert the teacher or get to the bathroom on his/her own
- Know how to get his/her trousers and underpants off and on
- Clean his/her own private parts with paper
- Put all toilet paper in the bowl/bin
- Flush the toilet



GOLDEN OAK

PRIVATE SCHOOL

- Wash their hands

We understand that young children have occasional accidents, particularly during transition times, such as when a child begins school. A child who has had an accident needs to know when he/she has had an accident, alert the teacher, be able to clean him/herself and be able to change his/her own clothes with minimal assistance. The school does not keep extra clothing and parents are responsible for providing spare clothing that the child may need throughout the day.

Items kept at school (clearly labelled)

- a school sun hat for outside time (which can be purchased from the school in September). The school hat costs **€10 and is immediately labelled with your child's name.**
- Book/Activity Packs

Please do not send personal items or toys from home. It is easy for these to get lost and this can cause distress. If your child has difficulty leaving a very special item at home, please talk with the teacher.

UNIFORM

A school hat (available for purchase from the school in September) is compulsory. We do not have a school uniform this academic year. Clothing should be comfortable keeping in mind that children will be involved in play which may be messy. Shoulders should be covered. On days where children have PE, we recommend that students wear suitable footwear for active play, such as sneakers/trainers/runners. Something warmer to wear in the air-conditioned classroom is also recommended. Please label all items and check periodically for your child's missing items.

Birthdays at school

We understand that birthdays are a special day and that your child might like to bring in a cake to share with classmates. Therefore, we allow parents to bring in birthday cakes as long as they have spoken to the class teacher in advance.

We cannot accept homemade cakes, unfortunately, due to covid restrictions. Anything you bring in to school should be bought from a professionally licensed shop. As a school, we prefer if you bring in individual pieces, like cupcakes, which the children can take home with them instead of offering the children cake in class (for reasons related to sugar-related hyperactivity).

Please always check the sugar content of the cakes you buy.

If you do not allow your child to eat cakes, or he/she is allergic to any type of cake, please inform the school before September.

Parents are allowed to bring party gift bags for a child's classmates instead of cakes.

Please note that birthday party invitations may only be distributed at school if the entire class is being invited. Since your child is part of a Montessori classroom, please remember that the children in your child's class have different ages.



GOLDEN OAK

PRIVATE SCHOOL

Parent-Teacher Communication

Communication with parents is very important for us. To ensure we work closely with you please read on to see the different ways that we communicate about school events, weekly news but most importantly your child's learning. At the start of the academic year, the whole school comes together for you and the children to be introduced to the teaching staff within the school. This gives you the opportunity to put a friendly face to your child's teachers and get to know the staff better. Throughout the year there are different ways the school will communicate with you about your child and school life in general.

1. **Teacher Communication:** Your child will have a small **communication book** in his/her bag that is used throughout the year by the class teacher and parents to communication and minor things. Your child's class teacher will also inform you every so often about what your child has learnt and/or will be learning so that you can do some 'homework' together. For many of our English Language topics, our school has created videos for the children on its own **Youtube Channel: English with Deanna Tsikkou**. Certain videos may be recommended as 'homework' for the children.
2. **Viber Parents' Group:** the school creates a group for parents on Viber for weekly updates, homework, and photos.
3. **Email:** The principal and staff are contactable via the school emails and will respond quickly.
4. **Website & Facebook Page & Instagram Page:** We publish a lot of new information on our website and Facebook/Instagram Page. It is crucial that you read it as it has important content regarding parent's evenings, upcoming events, key updates about the school and much more significant information. You can find out more information about our school on our website.
5. **Reports & Parent-Teacher Meetings:** twice a year, you will receive a report and you will be invited to an online parent-teacher meeting where you will have the opportunity to discuss your child's progress with the class teachers. Times and dates are sent out via email and letters and we encourage you to sign up for a time slot. At the first parent consultation evening of the year, you will have the opportunity to meet your child's class teacher. At the second parent consultation, you will have the opportunity to meet with your child's class teacher as well as any of your child's specialist teachers. Each appointment allocation is 10 minutes long. During parent evenings, information will be shared about your child's strengths, development needs and next steps in learning. You will also be given ideas as to how you can support your child's learning at home. If you are unable to attend the appointment, please let your child's class teacher know so we can try to arrange another time convenient for you. Due to the pandemic, it has been decided that all parent-teacher meetings will be held online for the foreseeable future.

The Communication Book

In your child's school bag, you have been asked to buy and put in 2 very important things for parent-teacher communication: a red A5 envelope folder and a small notebook. Every day, it is the parent's responsibility to check the notebook to see if the teacher has written anything inside, and vice versa. When a message is read, the parent must sign below the comment and reply if necessary. The same should be done by the teacher. The teacher responsible for parent communication in the notebook is Mrs. Harita. This notebook should be kept inside the red A5 folder and should always be inside the child's bag. This is the easiest way to maintain daily communication with the teacher about your child. Anything you want to inform her about should be written in the notebook and dated. For example, if your child has slept badly the night before, the teacher should be informed through the communication book as this affects the child's ability to focus. This communication book is essential and will prove helpful in parent-teacher communication.



GOLDEN OAK

PRIVATE SCHOOL

Bullying & Discipline

First and foremost, our teachers do not accept bullying behaviour and try to stop it immediately.

We teach our students to be kind and polite to both adults and children.

One of the great benefits of the Montessori approach is that children have the opportunity to learn how to behave in a social situation from other children slightly older than themselves. Staff maintain an ethos of positive guidance at all times. Here are some techniques that we use when dealing with challenging behaviour:

- Positive intervention and distraction
- Modelling good behaviour
- Practising social skills through drama and role play
- Talking things through
- Time-out with adult observing other children
- Time-out to calm down
- Practising acceptable behaviour but giving no attention to unacceptable behaviour

Positive Behaviour Management is a vital component in helping Our school to achieve its aims and values. Our Promoting Positive Behaviour policy also provides our students with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others. Discipline is essential to good learning situations. The general aim of our school is to provide an atmosphere of mutual respect and collective responsibility. Students, parents and teachers all have an important part to play in achieving this atmosphere. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned. We take a positive approach to promote responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc.

Evaluations have shown that promoting positive behaviour and attitudes do have a significant impact on students' social skills and behaviour, but this doesn't happen overnight. While we are confident that these approaches will work for the majority of students, we have taken the precaution of putting in place a system based on traffic lights (red zone, yellow zone, green zone) which will be used if a child does not respond positively to the above approaches. These are placed prominently in the classroom along with a visual reminder of the steps for both teachers and students.

Parents will always be informed about challenging behaviour and the teachers will work with the parents to help the child in question.