

MAKUHARI INTERNATIONAL SCHOOL 



PARENT HANDBOOK 2018-19

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A Message from the Head of School

Welcome to Makuhari International School. Our parent handbook is divided into four main areas which address: our mission and overarching aims; our curriculum and support programmes; school information covering regulations and procedures, and key school policies.

MIS is committed to an international education in a fully bilingual context. Our Article 1 status allows us to nurture and celebrate Japanese language and culture, whilst also promoting global citizenship and a world-view. Reaching fluency in both English and Japanese will also give our students a tremendous advantage as they prepare for active roles in our ever-changing world. Our unique curriculum has been developed with this in mind, taking care to meet all of the aims and objectives of the Japanese curriculum whilst delivering lessons in English, using a range of teaching methodologies.

The cornerstones of a successful school encompass more than curriculum though, they also include facilities, teachers, students and of course parents. Hopefully, our parent handbook will make it easy to check on routines and policies. As the school develops, things change from time to time but we will keep you informed via our weekly newsletter or directly with letters home should it be necessary to amend any of the contents of this handbook.

I look forward to meeting you during the course of the year and trust that we will continue to build on the strong partnerships that have already been established in the MIS community.

With best wishes,



Trent Citrano
Head of School

VISION, MISSION AND AIMS

Vision

More than thirty years ago Chiba Prefecture began planning for the development of a new commercial and residential zone built on reclaimed land in Makuhari. Within this zone, sectors were identified for commerce, education, housing and recreation. In anticipation of the influx of international businesses to the area, the idea of creating an international school to serve this new community was explored, with Chiba City giving the go-ahead in 2006. Chiba Prefecture and Chiba City subsequently asked the Ministry of Education to endorse a school model with a flexible curriculum and a core commitment to nurturing internationalism. Thus, MIS was accepted under the School Education Act. Chiba's long awaited dream came true when Makuhari International School opened its doors in 2009, at once becoming an attraction for returning Japanese families and the international community alike. MIS is pledged to continue to be true to this dream.

The MIS vision is first, to be able to offer a top quality education and give parents real choice - the choice to attend a bilingual school, where English and Japanese are valued equally, and whose diploma allows transfer to Japanese junior high schools as well as international schools. Second to be in the vanguard of creating a new generation of internationally-minded students, primed to become future leaders in Japan's ever-changing society. Third, to serve our Chiba community's expectations and specifically act as a cornerstone in the process of internationalization.

Mission

Makuhari International School seeks to provide an outstanding education and inspire students to become life-long learners and responsible global citizens.

Aims

- To offer a whole-child approach to education, ensuring that children are healthy, safe, engaged, supported and challenged.
- To create a school climate where each child's unique skills can develop and flourish.
- To nurture in students international mindedness and model Japanese and world citizenship, and a desire to make a positive contribution to their communities.
- To ensure a high level of proficiency in both English and Japanese for all students.
- To provide a quality education that will prepares students for access to the junior high school or international school of their choice.
- To develop an international curriculum based on the Japanese national curriculum, modified where appropriate, and unique to MIS.
- To use a range of teaching methodologies aimed at enabling children to think independently and use and apply their skills and knowledge in new and unfamiliar situations.
- To make available a variety of enrichment experiences through extra-curricular activities, visits and special events.
- To employ dedicated teaching professionals and support staff who are committed to the MIS mission.

MIS – SUBJECTS TAUGHT

<u>Kindergarten 1</u>	<u>Kindergarten 2</u>	<u>Kindergarten 3</u>		<u>Grade 1/2</u>	<u>Grade 3/6</u>
Japanese Objectives via ELG	Japanese Objectives via ELG	Japanese Objectives via ELG			
				English Year 1/2	English Year 3/6
		Maths Grade 1		Maths Grade 2/3	Maths Grade 4/7
				Japanese J. Studies	Japanese J. Studies
				ICT	ICT
				PSNS	Science
				Music	Music
				Art	Art
				PE	PE
				Creative Studies	Creative Studies
				Ethics	Ethics
					Social Studies
					Home Economics
					Integrated Studies

CURRICULUM

Our curriculum is based on the Japanese Curriculum. However, we recognise that children transfer to and from very many different school systems and bring with them a varied educational and cultural background. We therefore adapt the Japanese Curriculum to meet the needs of our international student body. In effect we cover the objectives of the Japanese Curriculum and teach it in a very international way.

Kindergarten

Kindergarten includes Kindergarten 1, Kindergarten 2 and Kindergarten 3 classes, with children from ages 3 to 6. Children in Kindergarten will have a slightly more flexible curriculum as well as hours. The curriculum is centred on:

Health - to develop a healthy mind and body, fostering an individual ability to maintain a healthy and safe life.

Human Relationships - developing self reliance and fostering the ability to communicate with others in order to associate with and support others in society.

Environment - to develop children's ability to relate to the environment with curiosity and to incorporate this in their daily lives.

Language - to develop the ability to communicate thoughts and experiences and to listen to others and concentrate and pay attention to their words.

Expression - to develop enriched feelings and express thoughts clearly and creatively.

The curriculum is at times supplemented and enriched via the Early Learning Goals of the National Curriculum for England, Early Years Foundation Stage.

Grades 1-6

Elementary includes Grades 1-6, with children from ages 6 - 12.

Japanese for Native Japanese children OR **Japanese Studies** for Non-Native children if their parents choose. (Japanese Studies includes simpler Japanese language as well as learning about Japanese Culture and Traditions.)

English: to include Speaking and Listening, Reading and Writing.

Mathematics: to include Numbers, calculations, measurements, geometry, equations, etc. Mathematics will develop the full range of numeracy skills covering the Japanese objectives and more through the National Numeracy Framework from the National Curriculum for England. These will focus on the key areas of *Number, Shape and Space, Algebra, Measures and Data Handling* with an emphasis on mental arithmetic skills and complement these through practical and written activities.

Information Communication Technology: to include learning to use a computer, how to use the internet well, researching through the internet and using various some software programs.

Science (only for Grades 3-6) to include properties of materials, energy, nature, light, forces, electricity, life and earth, weather, plants, the body and the solar system.

Personal, Social and Nature Studies: (only for Grades 1 and 2) to include learning about relationships with other people, and things around them through actual experiences and activities.

Social Studies: (for Grades 3-6) to include History and Geography including social studies of other countries. Social Studies will develop the children's understanding of social life, how a peaceful and democratic society works and their responsibility within it. It helps the children foster a love and understanding of this country and the need to help preserve and protect the environment in which they live.

Music: In music our main aim is to create and build upon a love and sensitivity for music from within Japan but also from around the world. It is also be our desire to cultivate the basic musical ability to be able to play various instruments and sing songs skillfully. We expect children to be able to appreciate and understand the musical elements of tone, rhythm, pace, melody, strength and weakness of stress, rhythm, flow, phrases, etc. that shape music, and become able to understand and explain what one has felt when listening to music.

Art: The children will develop an understanding of the formative arts through using a wide range of materials. They will build an understanding of line, colour, texture and design through studying natural

objects and record these observations through first hand observation and design ideas. They will consider how one can communicate through art and experiment making creations through various processes including pencil drawing and their control of various tools and techniques.

Home Economics: (for children in Grades 5-6) to include learning about clothing, food and housing as well as taking part in activities such as sewing and cooking.

Physical Education: Physical Education will help develop the children's confidence and abilities in using their bodies. They will learn how to move safely in their own and general space and have an awareness for others. Through a wide range of gymnastic skills the children will learn how to link actions, body shapes and balances with control and precision.

Ethics: will cover both discussion and work on moral issues and how children can contribute and better understand the society in which they live. Children will learn the importance of rules and their social responsibility in both the school and wider community.

Creative Studies: to include preparation for school events and special subjects where there is emphasis on creative thinking and doing. This may also include student council activities, elective clubs or even 'house' activities which can be an interesting and competitive activity for students

Integrated Studies: (for Grades 3-6). This subject incorporates cross curricular and general learning. It gives children the opportunity to extend and develop further an area or subject in school linking it to work as a group or independent study with people of different ages. Learning will take place through teaching, volunteering, reflection, making presentations, debates, experiments, observations and through research and visits to various public facilities. Typical areas may include International culture, the environment, health, the community, Information Technology and Japanese Culture.

Children with Special Educational Needs

During the year we may decide to take a closer look at individual students if we suspect that there might be a learning difficulty. If we then discover that supportive action is necessary, we shall inform parents accordingly. As parents, if you feel yourselves that your child might be experiencing some unexpected difficulties with his/her school work, please bring it to the attention of his/her class/subject teacher. Learning Support is nothing to be ashamed of: statistics suggest that about 10% of the population have some form of specific learning difficulty and about 4% are severely dyslexic. Therefore 1 in 10 children will experience some kind of learning difficulty at some time in their education. The sooner these difficulties are picked up, the sooner they can be remedied. It is therefore vital that we know of any history of learning support having been given to your child/ren. If you have not disclosed this as yet, please advise us as early as possible.

English Support (ES) Programme

We offer an extensive ES programme at MIS, not only via our ES Co-ordinator but also via Class Assistants and teaching staff in general. Children who need support or extending will either be supported in class or taken out to special sessions for support.

Admissions and Enrolment

The procedures for enrolment are on the website (an Admissions Booklet is available to download) and also contained within the **Admissions Policy**. The school office can e-mail this on request.

Makuhari International School is open to all children who can benefit from the international education offered. The school will aim to admit children in each school year up to, but not exceeding the school's standard number of twenty (20) in Kindergarten classes and twenty four (24) in Grades 1 to 6 classes.

The following requirement will be used to ascertain which children can be admitted to Makuhari International School.

1. Non-Japanese or dual nationality children who have recently arrived in Japan.
2. Japanese returnee children who have returned to Japan in the past year (having lived abroad for more than six months continuously).

3. Non-Japanese children or dual nationality children, currently living in Japan who wish to move to Makuhari International School, from another International school.
4. Japanese children who have returned to Japan more than one year ago (and lived abroad for more than six months continuously).
5. Non-Japanese or dual nationality children who have never been in an International School environment.

In all cases, it is the expectation that at least one of the child's parents will speak and understand English well enough to take part in their child's education fully.

Makuhari International School's understanding of the wording 'dual nationality' is as follows. A dual nationality child is a child having biological parents of different ethnic nationalities. Dual nationality does not refer to a Japanese child who was born abroad before returning to Japan.

Grade Placements

Kindergarten 1 - a child needs to be 3 years old when entering this class. The child can start only from the beginning of a new term, not on the day that she/he turns 3. Every child needs to be potty trained. We cannot accept children still wearing nappies. In Kindergarten 1 class there is no school uniform required. Children finish the day in Kindergarten 1 at 1.30pm

ENTRY FOR April 2018:-

Class	Age	Date of Birth Between	UK System
Kindergarten 1	3-4	2 April 2013 - 1 April 2014	Nursery
Kindergarten 2	4-5	2 April 2012 – 1 April 2013	Reception
Kindergarten 3	5-6	2 April 2011 – 1 April 2012	Year 1
Grade 1	6-7	2 April 2010 – 1 April 2011	Year 2
Grade 2	7-8	2 April 2009 – 1 April 2010	Year 3
Grade 3	8-9	2 April 2008 – 1 April 2009	Year 4
Grade 4	9-10	2 April 2007 – 1 April 2008	Year 5
Grade 5	10-11	2 April 2006 – 1 April 2007	Year 6
Grade 6	11-12	2 April 2005 – 1 April 2006	Year 7

The Usage of English in School

It is our policy that the children should speak in English from the time they enter the school, through to the end of the school day as much as is possible. All lessons (with the exception of Japanese and some Social Studies lessons in Grades 5 and 6) are taught in English by native English speaking teachers; as are clubs, assemblies and all other school activities. A large majority of our teachers cannot speak any Japanese and expect all communication in their classes to be expressed in English. The only time we consider Japanese to be used during the day is during emergencies or if a child is very upset and cannot express themselves properly and in the exceptional case of them needing clarification of difficult learning point with a Japanese member of staff. During lunchtime and morning breaks when children are playing independently, they may wish to relax by talking in Japanese and this is accepted – although we would prefer they speak English. Initially, for some children speaking English all day will be very difficult and a few minutes at break, speaking in their native tongue can ease stress and relax them. In our experience the more international students we have the less the children will even try to speak in Japanese. They accept (switch) into English once at school and stay with this until home time.

We believe this approach to be right and is in line with many quality International Schools.

We also believe very strongly that all visitors to the school, including parents, **MUST** speak English whilst in school and especially whilst in contact with children. This sets a good example and teaches as well as reinforces to children that English is expected at all times whilst at MIS.

Staffing

Staff and Class assignments will be published separately. All teaching staff are trained teachers and hold teaching qualifications in their home country as well as holding temporary Japanese Teaching Licenses.

Please note that we expect all teachers to address parents formally (Mr. ... or Mrs....) and expect parents to reciprocate this. We believe this maintains a professional relationship and sets an example to the children. Teachers will make every effort to be consistent in their dealings with all parents at all times and we politely request for parents to respect this.

Calendar and School Holidays

The academic year starts in early April and ends in late March. There are three terms and the holiday dates are set in such a way as to try and make these three terms of comparable length. Term dates are available on the website as well as in the appendix. Holiday dates are published well in advance. Please note them and abide by them, arranging your family holidays to coincide with school holidays. Absence from school because of holidays is disruptive to the school's programmes of work and other activities, as well as to the students' education.

Timings for the School Day

Every activity within the normal school timetable is compulsory. If a student is excluded from any activity, he/she must have a letter from their parents or a medical certificate, which must be handed to the class teacher.

Timetables exist for all classes and you will be given a personal copy for your child's class timetable at the beginning of the school year. The school day is strictly from 8:50am until 3:20pm (except for Kindergarten 1 which finishes at 1:30pm) with clubs operating from 3:30 to 4:10pm. Periods are 40 minutes long, some of which may be double lessons. Morning break lasts for 20 minutes, starting at 10:20am in Elementary and 10:40am in Kindergarten, and the lunch break runs from 12:00 until 1:00pm in Elementary and 12:20 – 1:30pm in Kindergarten.

Lateness is disruptive to your child's day and to the class routine. We appreciate occasional lateness is unavoidable but consider persistent lateness to be unacceptable. We ask all parents to get children to school between 8:20am at the earliest and 8:45am at the latest, allowing them time to get ready for a prompt start of class at 8:50am. Children arriving will go straight to the playground where they will be collected at 8:45am by teachers. In the case of torrential rain, children in Kindergarten will be admitted into class from 8:30am. We ask parents not to come into school with children in the morning.

If a child misses morning registration, he/she must report personally to the school office to register their presence at school. This is for security reasons, namely so that in an emergency we can account for everybody present on site. Similarly, if a child has to leave school early, he/she must sign out at the school office for the same reason. No child will be allowed to leave early unless we receive notification from a parent.

Kindergarten 1 classes finish at 1:30pm. When parents come to collect their child, they wait until 1:30pm at the school gate where the children will be brought to them. If they are going to be later than 1:30 pm, they must notify the office so that they can reassure the child and inform the supervising staff member.

Normal school finishes at 3:20pm. It is important that each class is able to end the day in an orderly way; this is not possible if children are being removed early. If, under exceptional circumstances, a parent needs to remove a child early on a particular day, please send in a note so that the class teacher can be prepared for the early departure (for instance by making sure that the child has completed tasks and been given homework, if appropriate).

Children exiting school at 3:20pm will be taken to a club, to the school bus, to the school gates or to After School Care where parents may meet them later. (Please note that clubs are only for Elementary children.) **A child leaving school alone (including by foot, by Bike or public transport) needs to**

submit a Going Home Alone form in advance. If your child is to be collected by someone other than yourself, or their usual contact, you must inform the school in writing.

All children have 'Tags' to fill in each week which clearly state how a child is going home at the end of the day. These tags are displayed on the school bags and are given out by the office the month before for parents to fill in.

Please note that if your child is not picked up by 3:30pm they will be taken to the After School Care and parents will be charged for this service. The Head, Deputy Head, Teachers and Teaching Assistants all have commitments after school and will not 'wait around' with your child after this time.

Equipment for School

We provide all the writing books and paper needed in school. We also provide pencils and colouring pencils for children in classes up to Grade 4. As children get older, many will want to have their own pencil cases. All students in Grade 5 and above must have their own writing and drawing instruments (pens, pencils, colouring pencils, etc.), as well as such items as a ruler, eraser, pencil sharpener, and so on. Older students will require further mathematical equipment and a scientific calculator. Guidance will be provided by the teachers. All personal items brought to school should be marked with the child's name. The school cannot take responsibility when equipment is lost, if it has not previously been marked with the child's name.

School Lunches and Snacks

There is currently no provision for cooked school meals on the school premises. Students should bring food into school to eat at morning break and/or lunch time, or parents should order food from the company the school uses for lunch Obentos. Please contact the office about this. Please do not send in fizzy drinks or drinks in glass bottles. Chewing gum is not allowed at school. Children are able to buy an Obento from a company the school uses. Please contact the office for details. If your child has a special dietary requirement or any food allergies (nuts etc.) that the school needs to be aware of, for instance for medical or religious reasons, the class teacher and office should be informed in writing. It is not permitted for students to have food delivered to the school without permission. As a school we promote healthy eating and would kindly request that school lunches and morning snacks reflect this. Please be aware that we do NOT accept children eating snacks on the way to or way from school.

Water Bottles

Students need to drink plenty of water during the day for their good health. We have numerous water fountains throughout the school. It is most convenient if all students have their own clearly labelled water bottles, with sealable lids, that can be refilled at appropriate times during the day, and used as and when needed. These should not normally need to be refilled DURING class lessons.

School Buses

There are school buses running from various routes including; Urayasu, Tsudanuma, Funabashi, Chiba City and Bayshore following various routes to school. Bus routes may be added or discontinued due to demand from students. Please contact the school office about further details on this, pricing and timings please contact the office.

After School Care

After school care (ASC) is run by experienced staff who form an important part of our school network. The role of this service is purely supervisory and your children will not be receiving extra educational tuition. This facility is open strictly to all children who attend our school and runs from 1:30pm -6:30pm for Kindergarten 1 and 3:30pm – 6:30pm for all other year groups. For this service parents will be charged 250yen per session of 30 minutes or part of. K1 children who are waiting for school buses will be supervised without charge until the bus departs at 3:30pm.

In case of personal pick up following the parents' decision, this exemption will not be applicable.

If you wish to use the ASC service every day or on designated days each week, please apply for the Termly ASC which is 200yen per session before the new term starts. If you wish to use the ASC service

temporary, please apply for Temporary ASC which is 250yen per session. An application for Temporary ASC service should be handed in 3 days before you actually require the service.

The ASC service cannot be used if a child is absent from school during the day.

Children will not be given a snack until 4:30.

Children who uses the ASC service after 4:30 may bring their own snacks.

School will give out snacks only when the child forgets to bring them.

Clubs

There are a variety of clubs available to all children aged from Grade 1 upwards. These are mostly free of charge. These run from week 2 each term until the penultimate week. Parents receive a letter and a sign-up form during the first week of each term after which we will confirm if a place has or not been granted. Please note that every effort will be made to facilitate children into clubs but in the case of clubs being oversubscribed there may not always be places available. Please note that children should want to attend clubs and not be forced into doing so as an alternative to After School Care. By attending a club they may be preventing another very eager child from attending. Clubs are an extension of the school day and we believe that once signed up, children have a responsibility to turn up every week. Students who do not attend school during the day may not attend clubs after school. It should also be noted that staff often spend a long time preparing clubs and we consider it a matter of courtesy that they are informed, preferably by the child, if they are unable to attend for any reason.

Internet Usage

As a school we recognise that, under certain circumstances, the Internet can give children access to undesirable information and images. As a school we will do all that is possible and ensure children are protected from such information through the use of security software, limiting of features and the construction of an Intranet and Website that provide as safe an environment as possible. In school children are taught to use the facility sensibly and with proper consideration for others. We strongly recommend that parents using the Internet at home with children, develop a similar set of rules. (See policy on Internet usage).

Absence/Coming Late/Leaving Early

If a student is absent, comes in late or leaves early, please notify the school by sending the Absence Form or Late/Early Form which you get on the "Parents Page" in the school website, or telephone the school to let us know the reason, preferably by 8:30am on the morning of the absence, coming late or leaving early. If a student returns from an absence and a parent has not already contacted us, a note explaining the absence must be sent with the child. Students who do not attend school during the day may not attend clubs after school.

Field Trips and Outings

Trips within the Makuhari region that are wholly within school time will be announced in the newsletter, or by special letter. A permission slip is not necessary as a general permission slip for children to be able to make trips out of school by foot will be signed at the beginning of the year. Trips outside normal school hours will require the completion of a permission slip. No permission slip will mean no trip for that particular student.

Reports and Parents' Evenings

All students receive school reports three times during the school year, towards the end of each term. Teachers also write Japanese style Pupil Report Cards for children at the end of the year and these can be read upon request. Formal Parent Teacher Interviews are held during the school year to facilitate in-depth discussions about the children's progress. It is important that parents attend such sessions in order to facilitate better communication between the school and home.

Newsletters

Our Newsletter, Nanohana, is issued weekly on Friday afternoons. We will email you notification once it is posted on our website. The school also has a Facebook account and these can be accessed via the

school website. The PTA may also produce newsletters which may also be used to announce 'garage sales', social events, requests for baby-sitters, etc. by parents.

Homework

Homework is an integral part of the school curriculum. Teachers will set homework as appropriate. There is no hard and fast rule, but generally, the older the student, the more homework will be set. From Kindergarten 2 to Grade 1, homework will mostly be an extension of the reading being done in school. Parents are asked to help by hearing their child read on a daily basis. From Grade 2, there will be tables or spellings to learn, and some written pieces of work. From Grade 3, written work becomes more frequent and more extensive. (Please refer to the school homework policy).

Contacting a Teacher

As a parent/guardian the school acknowledges the importance of your role in your child's education. We believe that contact and communication between parents and teachers is very important. There may well be times when informal conversations are possible before and after school, but we would ask parents to make an appointment to meet with a teacher if they wish to spend some time talking over a child's progress at the school. Teachers are at school before and after school teaching hours and are always happy to meet with parents. Please phone up the office and make an appointment in such a situation. If in any doubt, please see a teacher. Small misunderstandings can lead to bigger worries.

Parent Helpers

As a school, we very much welcome parental help as and when it is required. Examples of this may include educational visits, swimming, transport to and from sporting events, special school events and assisting children with their work etc. Please see **Guidelines for Parents Helping in School** which can be sent home on request. Parents who help out in school on a regular basis will not normally work in the classes their own children are in. (This does not apply to educational visits). It is extremely important that parents realise that when helping in school they are expected to speak in English at all times as an example to the children.

Parent help on trips is greatly appreciated, particularly for the younger age-groups. If we receive too many requests, we will keep a record and give parents the opportunity to accompany trips on a rota basis. Parents are requested not to show up unannounced as this impacts on the logistics of transport spaces, pre-arranged supervising groups, and briefings on safety. Remember, that if you are not chosen for a trip, you will likely get a chance on future trips.

Gifts from Parents

We understand that, on occasion, parents may wish to show their appreciation to a teacher with the presentation of a gift. As a rule, gifts from individual parents should not have a value of more than ¥5,000. Commonly parents of a particular class may pool money from all of the parents in the class, in which case the gift may exceed ¥5,000.

Assemblies

Throughout the year each class will be involved in class (and other celebration) assemblies. Parents are most welcome to these events and will be given notice of these events via the class teacher and sometimes through the school newsletter.

School Dress Code

Students should wear clothes that conform to the uniform guidelines, including Physical Education lessons. As children go outside at break times (unless it is raining or snowing heavily), they should be sent to school with outdoor clothing appropriate to the weather. Makuhari International School uses "**Nippon Memmoh**" and "**Top of the Class**" for parents to purchase school uniforms. The school dress code items must be checked from the school website and **similar looking substitutions should not be used**. In Kindergarten 1, children should have a complete change of clothes stored at school in case of emergencies. Winter uniform is worn from October and the summer uniform is worn usually from after the first half-term holiday in May.

IMPORTANT : PLEASE NOTE THAT ALL UNIFORM ITEMS SHOULD BE NAMED, INCLUDING COATS AND BAGS.

Hair should be smart and presentable at all times. Long hair below collar length will need to be tied back in certain lessons where safety is a concern, such as PE and Science. Hair gel is not accepted.

Jewellery is **NOT** allowed at Makuhari International School unless parents have specific permission for religious or other important reasons and are given permission by the Head of School. This includes ear studs – if they can't be removed for PE or swimming, they should be covered with a sticking plaster.

Electrical devices are not allowed to be brought into school and will be confiscated by the class teacher should this happen. (Simple, non-smart phones are permissible for Elementary students – see below.)

Belts, if worn, should be plain and dark (no studs or large buckles.)

Trainers (sneakers) may not be worn in school, only during outdoor PE lessons or unless authorised by the Head of School. Indoor PE shoes are kept in the Gymnasium lockers. Wrist bands/multiple bangles and body piercings are not allowed

Mobile Phones

Children will not have any access to mobile phones during the school day. If the children need to bring mobile phones to school these should be given to the class teacher for safe keeping during the day. Should parents need to communicate with their child during the day this should only be done through a message via the office.

For Kindergarten 1- Though all children are expected to be toilet trained; under the stress of the first few days, accidents do occur. After the first two weeks there will hopefully be no more problems. If a child continues to have trouble after that, we will ask that he/she be temporarily withdrawn. All children's clothing (including underwear) and shoes should be marked with their name. Shoes, including indoor shoes, should not have laces.

Lost Property

All lost property will be handed into the office where it will be kept for a short time before being put into the lost property store. The Office is in charge of the lost property store.

Please make their lives easier but ensuring all your child's possessions are named.

Art Lessons

For art lessons, all children are required to bring and store in school a suitable apron, or old shirt that can be used to cover school clothes. No art will be undertaken at the school without such protection. It is suggested that such an apron or old shirt is brought to school at the beginning of the term and left at school until such time as it needs cleaning.

Pupil Information Update

Please ensure that the office is promptly informed, in writing, of any change in address and contact phone numbers by submitting Change of Details form which you get on the "Parents Page" in the school website. **This is very important.**

School Doctor, Medical Care and Emergency Procedures

If your child has any medical condition we must be informed in writing so that we can act in an appropriate way if an incident should occur. We have a full time qualified School Nurse who is able to give first aid, conduct examinations, and make diagnoses. The School Nurse is for children attending the school and not for any children who do not attend Makuhari International School. Parents may consult the Nurse for advice about their children's health as well as general medical advice relating to life in Chiba and Japan. It is important that you advise the school of any change in the medical information you disclose at the time of admission.

Medicines at School

If parents wish to request the administration of medicines by the School Nurse, they must complete an 'Authorisation for the Administration of Medication' form. The form must be signed and stamped by the prescribing physician. In the case of non-prescribed medication (e.g. over the counter purchases), we still require that the student's own doctor agrees to the administration of the medicine and signs and stamps the form. Both the completed form and the medication, in its original container must be taken to the School Nurse by the parent.

Students may not be sent to school with medication for self-administration unless it has also been cleared by the School Nurse. The same form must be completed in the same way; however, the form will indicate that the student will administer the medicine him/herself. The parent must again make a personal visit to the School Nurse with the form, so that the school has complete records.

Your child must clearly know never to share medicines with others. Do not send vitamins, natural or homeopathic remedies to school without the above 'authorisation form' being completed. Remember to update your child's medical history forms as needed, preferably after each doctor's visit.

Sickness

Owing to the risk of infection we are unable to take care of sick students. You will need to keep your child at home if he shows any of the following symptoms:

- high temperature;
- inflamed throat or eyes (conjunctivitis);
- unidentified rash;
- upset stomach or diarrhoea.

The School accepts absence in the event of family emergencies and religious holidays. Dental and medical appointments should be arranged, where possible, so that they do not conflict with school hours.

If your child becomes ill during the course of the day you will be notified and the child will be isolated from other students until collected. In the event of an emergency all efforts will be made to contact parents/guardians. However, in their absence the school will seek medical or other advice and act as it sees, in the child's best interest.

Head Lice

Lice, although rare, can become a problem in a small environment if not regulated. Students playing together at close contact are often more susceptible. We, therefore, ask all parents to help us in avoiding this problem at school by checking your child's hair frequently and maintaining clean hair. There are many effective preventive lotions and strong shampoos which eradicate lice eggs quickly. We will notify you if we suspect your child to have head lice and in confirmed cases, a letter will be sent to the children in the class. Thank you for your co-operation.

Absence from Physical Education/Swimming

Physical Education is an integral part of the curriculum. All children up to Grade 6 are required to participate according to the school timetable. If your child cannot participate in PE on a particular day, for whatever reason, a doctor's note must be sent to the school – in general, if a child is well enough to attend school then they must participate in PE, including swimming. Absence from PE for a prolonged period may only be for a genuine medical reason and a letter accompanied by a doctor's note must be sent to the school. School PE uniform should be used for lessons and sports clubs without exception.

Library

Students should read as much as possible in English. Children are encouraged to choose a book from the school library weekly, during periods in the library/media centre. Please help your child by reminding them to read at home. Children are also expected to read books from our Reading Program. Television is no substitute for the educational opportunities contained within a good book!

Toys / Games and Other Personal Property

The school cannot accept responsibility for loss or damage to any personal items. Consequently, we ask that valuable or irreplaceable items are not sent to school. No electrical items should be sent to school except at the request of the class teacher. Mobile phones are very strongly discouraged. If a student needs to have a mobile phone at school, it must be switched off for the entire school day (including lunch time), given to the teacher and permission of a teacher should be sought before use. All items sent to school must be marked with a student's name.

Helping your child adjust to a new school

MIS understands that sometimes parents/guardians have as hard a time adjusting to their child's new situation as children do. We want to do all we can to make this adjustment easy and pleasant for you and your child.

Please get acquainted with your child's teacher and provide any relevant information you feel the teacher should know about your child. It is important for your child to sense that you have confidence in the teacher and that they feel their teacher knows about them and understands them.

Many children spend the first week or so observing other children study/play before actively joining in. On the other hand some children may appear over-confident. They will soon feel comfortable as they learn the new give-and-take of social situations.

Children adjust in different ways. Some cry at first and should be allowed to do so, not admonished to "be a big boy or girl, and stop crying". The teachers will comfort your child and wait until he/she is ready to participate before encouraging him to get involved in an activity. It usually doesn't take long for some enticing play activity to attract the child into participation.

You should be aware that some children experience some mild form of illness whenever they first enter a group situation, whether Kindergarten or Elementary School. Naturally, we do our very best to maintain a clean, healthy environment, and we will notify you immediately if your child shows any sign of illness. It won't be long before your child's immunities build up.

In any adjustment, communication is the key to success. Do not hesitate to contact the teacher if you have any queries or requests by writing a message in your child's diary.

Parking and Traffic Flow outside the Main Entrance

For the safety of all parents and children, we ask that you do not leave your car unattended outside the school gates. We also ask that you do not park your car in the school car park without first getting school permission. If a different driver takes your child to or from school, please ensure the school office is aware. There is heavy traffic flow outside the main gate at the beginning and particularly at the end of the school day. We ask for your cooperation in making the road outside our school safe for all users. If dropping children off, please drive into the school car park to drop them off. When picking up your child by car, please come into the school car park.

✂ **Please look at "Dropping-off and Picking-up from Campus" for parking detail.**

Parent Teacher Association (PTA)

Are there any parents out there keen to become part of the new Parent Teacher Association? We already have a vibrant organisation operating at the school. Our aim is to raise money for the school as well as help organise social events. Please contact the school office for more information. The office can put you in contact with the Chair of the PTA as well as Class Representatives.

Withdrawing (Leaving) from School

Please make contact with the office. We will send you a "Leaving Form." Without a completed leaving form we are not allowed to stop automatic withdrawal of school fees, and to issue Article One reports/records to the new school. We would be grateful if you could complete and return a leaving form at your earliest convenience.

Key School Policies

Policy on Teaching and Learning

1 Introduction

- 1.1 At Makuhari International School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

- 2.1 We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 2.2 Through our teaching, we aim to:
- enable children to become confident, resourceful, enquiring and independent learners;
 - foster children's self-esteem, and help them to build positive relationships with other people;
 - develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
 - show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
 - enable children to understand their community, and help them feel valued as part of it;
 - help children grow into reliable, independent and positive citizens.

3 Effective learning

- 3.1 Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, and musical) when planning our teaching.
- 3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore sometimes play music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.
- 3.3 All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:
- the teaching should build on previous learning ;

- it should give pupils the 'big picture' of the lesson;
 - all lessons will have a clear format including sharing the following information:
 1. **What** are we learning today (WALT)/**Why** are learning this (WALT)
 2. What I am looking for. (WILF)
 3. **How** I will know you have learnt this?!!
 - the teacher should explain the learning objectives, and why the lesson is important;
 - the lesson should be presented in a range of styles;
-
- it should allow opportunities for the pupils to build up their own understanding through various activities;
 - it should allow opportunities for the children to review what has been learnt;
 - it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
 - the teaching should indicate what the next step in the learning will be.

3.4 We offer opportunities for children to learn in different ways. Among other things these include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4 Effective teaching and learning

4.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school long term plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

- 4.3 We set academic targets for the children in each year, and we share these targets with children and their parents/carers. We review the progress of each child at the end of the academic year, and set revised targets.
- 4.4 We plan our lessons with clear learning objectives. We take these objectives from the Japanese National Curriculum or the UK National Literacy Strategy. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.
- 4.5 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.
- 4.6 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.
- 4.7 We deploy class assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
- 4.8 Our classrooms are attractive learning environments. We change displays **at least** once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 4.9 All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of the Leadership Group

- 5.1 Our Leadership Group (Head of School., Deputy Head of School, Kindergarten, Elementary Co-ordinators and Japanese Co-ordinator) determine, support, monitor and review the school's approach to teaching and learning. In particular, they:
 - support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are used optimally to support teaching and learning;
 - check teaching methods in the light of health and safety regulations;
 - seek to ensure that our staff development and our performance management both promote good-quality teaching;
 - monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the annual Head of School's report to the Board of Directors and a review of the in-service training sessions attended by staff.

6 The role of parents and carers

- 6.1 We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:
- by holding parents' evenings to explain our school strategies for literacy, and other areas of the curriculum;
 - by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
 - by sending parents and carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
 - by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- 6.2 We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:
- to ensure that their child has the best attendance record possible;
 - to ensure that their child is equipped for school with the correct uniform and PE kit;
 - to do their best to keep their child healthy and fit to attend school;
 - to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
 - to promote a positive attitude towards school and learning in general;

7 Monitoring and review

- 7.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.

Policy on Curriculum

1 Introduction

- 1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the Japanese National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2 We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Values

- 2.1 Our school curriculum is underpinned by the values that we hold dear at our school which are shown in our Mission Statement as well as our School Aims. The curriculum is the means by which

the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of reading, writing and numeracy;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Japan's cultural heritage;
- to enable children to be positive citizens;
- to fulfil all the requirements of the Japanese National Curriculum;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan. This indicates what is to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. As we have adopted the UK National Literacy Strategy for our school, we take our medium-term planning directly from the guidance documents.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. We expect each teacher to write a short term plan for English, Maths, Japanese/Japanese Studies as well as another plan showing how the other subjects will be taught for that week.

- 4.4 We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Japanese National Curriculum, and there is planned progression in all curriculum areas.
- 4.5 In Grades 1-6, we teach all subjects separately. However, a child may concentrate in one term on a historical aspect within Social Studies, and then switch to a greater emphasis on geographical areas in the next term.
- 4.6 We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Grade 1, for example, may continue to follow a Kindergarten Curriculum in Grade 1 until Christmas.

5 The curriculum and inclusion

- 5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.
- 5.2 If children have special needs, our school does all it can to meet the individual needs. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.
- 5.3 The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- 5.4 Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6 Kindergarten

- 6.1 Our curriculum planning focuses on the Kindergarten areas of: health, human relationships, environment, language and expressions. Early Learning Goals from the National Curriculum for England are used as a compliment to these objectives in our teaching.
- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the Kindergarten classes builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- 6.3 We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 Key skills

- 7.1 The following skills we deem to be 'key skills' within our curriculum:
 - communication;
 - application of number;
 - information technology;
 - working with others;
 - improving one's own learning and performance;

- problem-solving.

7.2 In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8 The role of the subject leader

8.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

8.2 Subject leaders have non-contact time each week, usually taken when their class are taking Japanese/Japanese Studies so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans, ensures full coverage of the Japanese National Curriculum, and sees that progression is planned into schemes of work. The subject leader also reviews termly Curriculum Letters to parents ensuring that teachers are giving full and progressive coverage.

9 Monitoring and review

9.1 The Head of School and Deputy Head of School are responsible for monitoring the way in which the school curriculum is implemented. They review each subject area during its bi-annual cycle of review and development.

9.2 The Deputy Head is responsible for the day-to-day organisation of the curriculum. He with the Key stage co-ordinators monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the Japanese Curriculum, and that all lessons have learning objectives.

9.4 Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. They also have responsibility for resource ordering and storage

9.5 This policy is monitored by the Senior Management Team and reviewed every two years, or before if necessary.

Policy on General Admissions

Makuhari International School is dedicated to serving Japanese Returnee children, dual nationality and non-Japanese children in the Chiba area and further afield, who wish to pursue an education drawing upon the skills and concepts found within the Japanese National Curriculum. Admission applications are reviewed and decided on by the Head and Deputy Head of School. The Head of School will make final decision.

Children accepted to Makuhari International School are expected to show:

- The ability to function in an English Language and Learning environment. Applicants must have one age-appropriate language (either English or Japanese). We cannot take complete beginners in English beyond lower Elementary age.
- The appropriate level of educational aptitude and skills required at each year level.

Enrolment Procedure

Parents can collect an Application Kit (including Admissions Booklet and Application Form) from the School or the MIS website. This can alternately be posted to prospective candidates or accessed via the school website. The Application Form should be returned to the school by post together with the 'Bank Transfer Form for Application Fee'. Various other documents may need to be sent. In all cases, the application a fee of **¥20,000** is paid to the school before an application is considered. 'The Bank Transfer Form for Application Fee' is required at this time.

Upon applying, each application will be reviewed closely. If we feel a child meets the requirements for making an application to Makuhari International School, a subsequent 'screening test' will be organised. However, this 'test' is unlikely for children in Kindergarten 1 or 2 where a meeting with the Head or Deputy is more likely to take the place of a screening test.

It may also be impracticable for those overseas where a 'test' may be sent for completion, or the child's school reports and recommendations may be evaluated in lieu of a test. In certain situations, after a screening test, a follow-up interview might be arranged with teachers, the Deputy Head or Head of School. If a child has specific learning difficulties, relevant assessment documents and current school reports need to be provided in advance of an interview with our Learning Support Coordinator.

In all cases, a child will be placed in the relevant Grade (dependant on their chronological age).

An offer of a place will either be made or not – in writing. Any decision made by the Head of School is final. If a place is not offered, advice may be given to the child's parents. All fees are payable immediately on entry to the school.

A child may leave the school for up to three months (or one term) and a place will be held open for them, as long as tuition fees are paid for the period of absence. During the absence, the child is expected to attend an appropriate school, with documentation of such attendance required upon return to Makuhari International School. Any period of longer than three months will necessitate the child having to re-apply to school.

Makuhari International School will accept children with Learning Difficulties if we feel that we can support them and provide a meaningful education for them. Admission for students with Learning Difficulties is on a case-by-case basis.

Enrolment Priority

Makuhari is open to all children who can benefit from the international education offered regardless of gender, culture, nationality or religion. The school will aim to admit children in each school year up to, but not exceeding the school's standard number of twenty (20) in Kindergarten classes and twenty four (26) in Grades 1 to 6 classes.

The following criteria (in order of priority) will be used to ascertain which children can be admitted to Makuhari International School.

6. Foreign nationality (non-Japanese children).
7. Dual nationality children.
8. Japanese returnee children who have lived abroad continuously for more than six months.

Makuhari International School's understanding of the wording 'dual nationality' is as follows. A dual nationality child is a child having biological parents of different ethnic origin. Dual nationality does not refer to a Japanese child who was born abroad before returning to Japan.

In all cases, it is the expectation that at least one of the child's parents will speak and understand English well enough to take part in their child's education fully.

Role of Parents

Makuhari International School expects parents to:

- Pay tuition fees promptly in accordance with the Tuition Fees Policy.
- Take an active role in the life of the school
- Be able to communicate with the teachers and staff in English
Be willing to work with the child at home (i.e. encourage reading, help with homework, etc.)

Policy on Behaviour and Discipline

1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards (and punishments)

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children.
 - Teachers give children house points.
 - We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - All classes have an opportunity to lead an assembly where they are able to show examples of their best work.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.
- 2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
 - We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own with an assistant.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is 'punished'. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own **classroom code**, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.6 Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with UK government guidelines on the restraint of children.

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of School.

3.5 The class teacher liaises with external agencies, if possible, to support and guide the progress of each child.

3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

3.7 It is the responsibility of class teachers to ensure that the school rules are enforced by their children in assembly time. and that their classes behave in a responsible manner during playtimes outside.

4 The role of the Head of School

4.1 It is the responsibility of the Head of School, to implement the school behaviour policy consistently throughout the school, and to report to the Board of Directors, when requested, on

the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

- 4.2 The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The Head of School keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Head of School has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. These actions are taken only after the school Board of Directors have been notified.

5 The role of parents and carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the staff handbook, and we expect parents and carers to read them and support them.
- 5.3 We expect parents and carers to support their child's learning. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Board of Directors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of the Board of Directors.

- 6.1 The Board of Directors has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Board of Directors support the Head of School in adhering to these guidelines.
- 6.2 The Head of School has the day-to-day authority to implement the school's policy on behaviour and discipline, but the Board of Directors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary.
- 7.2 Only the Head of School (or the acting Head of School) has the power to exclude a child from school. The Head of School may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head of School may exclude a child permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the Head of School excludes a child, he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Board of Directors. The school informs the parents or carers how to make any such appeal.
- 7.4 The Head of School informs the Board of Directors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- 7.5 The Board of Directors itself cannot either exclude a child or extend the exclusion period made by the Head of School.
- 7.6 The Board of Directors has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Board of Directors.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and consider whether the child should be reinstated.
- 7.8 If the Board of Directors' appeals panel decides that a child should be reinstated, the Head of School must comply with this ruling.

8 Drug and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the school nurse, a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head of School.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

- 9.1 The Head of School monitors the effectiveness of this policy on a regular basis. He also reports to the Board of Directors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head of School records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 9.3 The Head of School keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the Board of Directors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Board of

Directors will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance

- 9.5 The Board of Directors reviews this policy every two years. The Board of Directors may, however, review the policy earlier than this if the Board of Directors receives recommendations on how the policy might be improved.

Policy on Homework

1 Introduction

- 1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for homework

- 2.1 Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote cooperation between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of homework

- 4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.
- 4.2 We set a variety of homework activities. In the Kindergarten Years, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask

Kindergarten Years children to learn spellings or mathematical tables as part of their homework. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet and CD-ROMs.

- 4.3 In Elementary, we give children the sort of homework activities outlined in paragraph 4.2, but we also expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood.
- 4.4 Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.
- 4.5 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 Amount of homework

- 5.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Kindergarten Years to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in Grades 1 and 2 to spend approximately 15–20 minutes per night on homework, and children in Grades 3 and 4 to spend approximately 30 minutes per night. Grades 5 and 6 up to one hour each night.
- 5.2 We give all our pupils a diary in which the homework is recorded, either by them, or by the teacher, or by the class assistant, and in which parents/carers and teachers make any relevant comments.

6 Inclusion and homework

- 6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents and carers

- 7.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 7.2 We ask parents and carers to check the home–school diary at least once a week, and to sign it as requested.
- 7.3 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should

contact the Head of School. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact the Board.

8 Use of ICT

- 8.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised always to supervise their child's access to the Internet.
- 8.3 Some of the most important educational software that we use in school can be bought by parents or carers on a home-user licence. This ensures that children are using age-appropriate software in their work at home. The school will supply interested parents or carers with details.
- 8.4 We discourage children from bringing computer disks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the school office who will pass it onto the teacher.

9 Monitoring and review

- 9.1 A named member of staff is responsible for coordinating and monitoring the implementation of this policy. We allocate special time for this vital task. The coordinator uses this time to inspect samples of the children's work and of the teachers' planning.
- 9.2 It is the responsibility of our School Board to agree and then monitor the school homework policy. This is done by the committee of the School Board that deals with curriculum issues.
- 9.3 This policy will be reviewed in two years, or earlier if necessary.

Policy on Internet Usage

We developed the following rules to ensure the privacy and safety of pupils when using the Internet & www Please understand them.

- Children are only referred to by first names on our web pages.
- No pictures or names of children are disclosed on our website or intranet without parents signing the internet consent form first.
- Children and staff will never reveal their personal details, and home addresses & telephone numbers on the web or in dialogue with other Internet users.
- Children do not have individual E-mail addresses.
- All E-mail to classes will be moderated by the class teacher.
- Children will not engage in conversation or dialogue with other users on the Internet without permission or supervision from their teacher.
- Children are only allowed to use the provided links by themselves. The free use of Search Engines, is not permitted, unless in the presence of a teacher or other adult in school.
- The Search Engines used by children at Makuhari International School all offer a filtered list of links.
- Any child finding themselves uncomfortable or upset by anything they discover on the Internet will report it to a teacher immediately.
- Downloading of files is restricted to staff, or children under supervision.
- Children have no access to Newsgroups.

- All Internet access at Makuhari International School is filtered through a proxy server to screen undesirable sites at source - this facility must only be disabled by the ICT coordinator.
- In the interests of security, Makuhari International School reserves the right to make a detailed log of your access to this site, including your Internet Service Provider and details of your computer system.

Guidelines for Parents Helping in School

Your assistance in school is much appreciated! Please find below some guidelines which outline what you may expect in school and a guide to the expected conduct of parents in school. There are a lot of guidelines but it is important to us that your time at school is used in a way that most benefits the children and school.

- Speak English at all times. This includes when parents are alone and talking. Children will notice when they walk past if parents are talking in Japanese. If parents speak in Japanese, children will think this is OK and do the same thing. Teachers spend considerable energy and commitment ensuring that children speak at all times in English.
- Treat every child with respect.
- Appreciate every child is different
- Laugh with, never at a child.
- Try not to make an extra fuss over your own child. In school we try to treat every child the same.
- Comment on the child's strengths, not their weakness.
- Learn to recognize constructive noise. Children are expected to use softer voices indoors.
- Don't do anything for a child they can do themselves. Help children to help themselves.
- Watch for the child who needs a word of encouragement.
- Warn children in advance of change of activity. You could say, "I need a helper to...." but don't insist.
- If a child is in error, remember children need adults with whom they can comfortably make mistakes. Making mistakes is an important part of learning. If nobody had ever made any mistakes, society would never have moved forward!
- Be punctual and reliable. Notify the teacher as soon as possible if unavoidably delayed or unable to keep your schedule.
- Maintain a professional attitude by limiting personal conversations while at the school.
- KEEP ALL STUDENT DATA CONFIDENTIAL. NO NAMES OF STUDENTS ARE TO BE DISCUSSED OUTSIDE OF SCHOOL, OR WITH ADULTS OTHER THAN THE CHILD'S TEACHER.
- Children's behavior or abilities should never be discussed outside the school. If parents want information from you as a helper, please always refer them to the teacher or principal.
- Never talk to another adult about a child's problems or difficulties in front of the child or children.
- All children have great qualities and have different abilities. Appreciate this. Praise each child for what he or she can do and for his or her progress. Do not compare children.
- Avoid talking with other adults during your time helping the children; your job is with the children.
- Be friendly, warm and courteous to all students to put them at ease.
- Ask the staff any questions or concerns to which you are not sure of the right answer; have them make suggestions. They are welcome as a means of improving our school.
- All parental help in school can only be accepted after initial planning meetings with the class teacher.
- Regular reviews will be taken by the Key Stage Leader to ensure the effective use of Parent Helpers in school.

Thank you.