



*Amnuay Silpa Secondary School
International Programme*



Key Stage 3 (M1 & M2) Handbook

Academic Year 2008-2009

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The School Mission Statement

Our mission is to provide a high quality British style education, one that meets the individual needs of all students, and which complements their studies in the medium of the Thai Language

Aims

1. To facilitate high quality learning in a safe, secure and supportive environment.
2. To provide all students with the knowledge, understanding and attitudes necessary to succeed in a rapidly changing international community.
3. To develop the attitudes, morals and standards in all students that will enable them to contribute positively to their community, and hence become responsible members of society.
4. To provide outstanding levels of service and delivery to all stakeholders of the school.

What's so special about Key Stage 3?

While every age is special and challenging in its own way Key Stage 3 offers a fresh start in a new school. At Key Stage 3 the role of school is to:

- Introduce students to the skills and knowledge they need for lifelong learning.
- Introduce them to a wide range of subjects and studies.
- Make them more independent and self-aware.
- Show them how to think and learn for themselves.
- Give them the confidence to join in, ask questions, and help others.
- Lay the foundations for success at IGCSE and beyond.

How Parents can help students succeed

The interest that parents show in your sons/daughters education has an important bearing upon how successful they become as students. You can help by.

- Showing an interest in what your son/daughter is doing at school
- Talking about their school day.
- Discussing homework tasks.
- Finding them a quiet place to study.
- Signing their diary once the homework is complete and checked.
- Helping them organize their time and paperwork.
- Making sure that they get to school on time and are picked up on time.
- Making sure that they get to sleep early during the week. Students who are picked up late and/or go to bed late soon become too tired to study effectively.
- Using the school diary to communicate with teachers.
- Attending parents consultations with your son/daughter and talk to their teachers.
- Praising their achievements.

Calendar Dates for the Academic Year 2008-2009

Term1: Thursday 15th May-Thursday 9th October.

21 Weeks.

Fri 25th April-Mon 28th April
Mon 28th April
Tues 29th April-Tues 13th May

Thurs 15th May

Mon 19th May
Tues 12th August

Mon 7th-Fri 18th July

Mon 22nd-Fri 26th September
Mon 29th -Tues 30th September
Wed 1st -Fri 3rd October

Mon 6th-Thurs 9th October

Thurs 9th October

New Staff Induction Programme
All staff in School
Summer School and Preparation/Meetings

Start of Term 1

Visaka Bucha Public Holiday
Queens Birthday Public Holiday

Half Term Holiday

M1-M6 mid Year Examinations
M1-M2 Project Presentations, grades and reports
Students not in school-marking, grades and reports

INSET

End of Term 1

88 Student working days

108 Teacher working days

Term 1: Monday 27th October-Tuesday 17th March

20 Weeks

Mon 27th October

Fri 5th December
Wed 10th December
Fri 19th December

Mon 22nd Dec-Tuesday 6th Jan

Fri 16th January
Mon 9th-Fri 13th February
Mon 23rd-Fri 27th February
Mon 2nd-Wed 4th March

reports

Thurs 5th-Fri 6th March
Mon 9th- Fri 13th March
Mon 16th-Tues 17th March

Tues 17th March

Start of Term 2

Kings Birthday Public Holiday
Coronation Day Public Holiday
Sports Day

Half Term Holiday

Teachers Day Staff Party
M6 Internal Exams
M1-M5 End of Year Examinations
M1-M2 Project Presentations/marketing-grades-

Students not in school-marking, grades and reports

Students not in school-marking, reports, meetings

Submit academic reports and parents consultations

End of Term 2 and School Year

84 Student working days, 95 Teacher working days)

*Dates of parents/teachers consultation days and fieldtrips,
and camps etc are announced separately each term in a
newsletter.*

Welcome to Key Stage 3 (Years M1 & M2)

This Handbook contains essential information on the school's curriculum, and code of conduct.

In Key Stage 3, all students are assigned to a tutor group, each of which has two form tutors who are responsible for their pastoral care. There is also a Head of Key Stage 3 who supports the individual form tutors. There are Key Stage 3 Assemblies when all of the students and their tutors get together.

The school day is from 7.45 am to 2.50 pm. There are eight 40-minute lessons every day, with most being double periods. There is a morning break lasting 20 minutes, and a lunchtime break lasting 50 minutes. The school day begins with a form registration period lasting 25 minutes, after which normal lessons start at 8.10 am.

There is also a range of after school extra curricular activities offered.

Each student is issued with a diary, which contains spaces for students to write down their homework assignments each day. We ask parents to check and sign diaries after the homework has been completed. There is further information on the school's homework policy at the end section on curriculum information. The diaries are an essential link between teachers and parents. If teachers have a point of concern they may write it down in your child's diary. Sometimes they will request a written response from you. Likewise parents are encouraged to write down any concerns in the diary for the form tutors to read.

Reports and parent's consultation are important lines of communications between teachers and parents. Full subject reports are issued at the end of each term. Each class has a parents' consultation once each term, when parents have the opportunity to talk to teachers about their sons/daughters progress.

You can also request to see one of your sons/daughters teachers at anytime during the year by prior appointment. You can make the appointment by first contacting the Key Stage Head through either the school office or your sons/daughters diary. Please adhere to this procedure, as teachers are very busy and otherwise occupied during the day.

Towards the end of M2 students will be advised about their future with regard to the Cambridge IGCSE Programme. In M2 and M4 all students will follow the IGCSE Syllabuses in English, Mathematics, Combined Science, History, Geography and ICT, but not all will sit the full range of examinations

The school has a canteen where food and drinks can be purchased at break times and lunchtimes. Alternatively students can bring their own packed lunch. Students are given a locker where their books and possessions can be stored during the day. They need to provide their own padlock.

The Key Stage 3 Curriculum

The Key Stage 3 curriculum offers a broad based and balanced international education based upon the UK National Curriculum. It provides the essential foundations for the Cambridge University IGCSE courses offered later in M3 and M4. A students' progress in each subject area is assessed according to the UK National Curriculum criteria. The various levels given indicate a progression in that subject and not a level of attainment. An explanation of the levelling system is printed on report covers.

In Key Stage 3 each year group is divided into 3 parallel classes on the basis of the student's competency in English. This allows teachers to deliver their lessons at the pace and linguistic level most suitable for that class.

Amnuay Silpa is one of the pioneering schools in Thailand to use 'Fast ForWord' a computer based English Language Teaching Programme. Aimed primarily at those students who are relatively new to being taught in English, its advanced technology means that students at any level can use it. More information on this revolutionary educational innovation is given in the English Curriculum section.

We try to avoid moving students between classes during the course of any one academic year. However in the case of M1 students who are new to the school then some movements may prove necessary for the good of the students. Any moves are made towards the end of the first semester, after full consultation between teachers, the Head of Key Stage 3 and parents.

During their two years in Key Stage 3 students will sit Cambridge Progression and Checkpoint Tests in English, Mathematics and Science. These provide comprehensive profiles as to how individual students are performing in these key core subjects. At the end of M1 we also retest every students reading, comprehensions and writing levels in English.

Subjects Studied in English at Key Stage 3 (periods per week)

English	5
Mathematics	3
Integrated Science	3
History/Geography	3
Information Technology	2
Art	2
Drama	2
PE	2

(Total 22 x 40 minute periods)

The School Day

Homeroom	7.45-8.10
Period1	8.10-8.50
Period 2	8.50-9.30
Break	9.30-9.50
Period 3	9.50-10.30
Period 4	10.30-11.10
Changeover	11.10-11.20
Period 5	11.20-12.00
Period 6	12.00-12.40
Lunch	12.40-1.30
Period 7	1.30-2.10
Period 8	2.10-2.50
Extra Curricular	2.50-

There now follows a description of the curriculum in individual subject areas.

English Key Stage 3

Course content

The English Language and Literature programme at Amnuay Silpa in the Middle School is based on the British National Curriculum English Framework, adapted for learners for whom English is not their first language. The core aims of the programme are to build on the skills developed in the Primary School, to immerse students in a broad range of texts and to develop their language skills to enable students to respond to texts in a variety of ways. Using fiction and non-fiction texts learners will become regular, proficient readers who are well prepared for international examinations in the secondary school and beyond. Texts will include:-

Poetry/Drama/Narrative: language, form and structure, culture and context.

Non-fiction: Standard English, formal and informal language, organisation and paragraphing, drafting.

Media: newspapers and television news, advertisements, film.

Writing: to advise, report, review, argue, persuade, narrate, describe, instruct, inform, discuss, and explain.

Speaking and listening skills: both individually and in groups.

Listening for information: From teachers, peers and recordings.

Spelling, punctuation and grammar skills: Using Cambridge resources including standardised test preparation materials as a foundation for Key Stage 4 and Cambridge IGCSE studies in the High School.

Textbooks, texts and resources used

Checkpoint English 1, 2, 3

Heinemann English 1, 2, 3

Azar/Hagen Basic English Grammar

McDougal Littell Literature Anthology I, II

Cambridge KET (Key English Test) PET (Preliminary English Test)

Language adapted short stories & award winning full length children's fiction

Newspapers, magazines & web articles

Fast ForWord

This pioneering development in the teaching of English is a comprehensive reading intervention programme. It assists in building up the student's language competency and proficiency, and enhances their learning experiences in other subjects. It is of equal use to students with a reading age below their chronological age, and the gifted reader.

Fast ForWord tracks each individual student's progress and automatically guides them to higher-level work when they are ready.

Students identified as needing additional help will have access to Fast ForWord during normal English lessons class, and as an after school programme.

Teaching Style and Assessment

Investigation; pair / group collaboration and individual tasks; reading comprehension, critical analysis; comparison; essay and short report writing; autobiographical writing and project based tasks. Learning how to learn and developing good learner habits forms an important part of the course.

Regular assessments include learning how to self-assess using rubrics and Key Stage 3 level descriptors. End of term and end of year examinations are assessed according to the UK National Curriculum criteria.

Students also take regular Cambridge Progression tests throughout M1 and M2, and the Cambridge Checkpoint Test at the end of M2.

Other useful information

Each student needs to bring to every class a good dictionary.

Mathematics Key Stage 3

Course content

At the end of M2 our students will have studied in the English language:

Number: Place value; BODMAS; decimals; long multiplication and division; rounding and approximation; multiplying and dividing decimals; negative numbers; adding, subtracting, multiplying and dividing fractions; equivalent fractions, percentages and decimals; percentages; ratio; powers and roots; approximations and limits; standard form.

Algebra: Number patterns and sequences; multiples, factors, square numbers and primes; algebraic manipulation; factorisation; formulae; equations; coordinates; drawing graphs; linear graphs; trial and improvement.

Shape space and measure: Angle facts; angles in parallel lines and polygons; measuring angles; transformations; translations; reflections; rotations; enlargements; 3-D shapes; constructions; similarity; congruency; trigonometry.

Handling Data: Statistics; mode, median and mean; comparing distributions; line graphs; pie charts; frequency diagrams; scatter diagrams; surveys; probability.

Textbooks, texts and resources used

At ANS we use the Heinemann Connect Series of text books. The Blue books (Core) are complimented by the Red books (extended) and Green books (Foundation). ICT and worksheets incorporating material from other sources are used where appropriate.

Teaching Style and Assessment

Assessment is by class work, homework, and tests throughout the year. All work is assessed according to the National Curriculum criteria. ICT and student centred directed learning is used with a strong focus on problem solving.

Students also take regular Cambridge Progression tests throughout M1 and M2, and the Cambridge Checkpoint Test at the end of M2

Other useful information

Students should come equipped with a pen, pencils, eraser, ruler, protractor, compass and a scientific calculator.

Science Key Stage 3

Course content

The study of science in English covers the content outlined in the UK National Curriculum, which is very similar to the Thailand National Curriculum, and so covers the following core ideas in the subject:

- (1) Organisms, behaviour and health (Biology)
- (2) Energy, electricity and forces (Physics)
- (3) Chemical and material behaviour (Chemistry)
- (4) The environment, Earth and universe (Environmental Science)

Textbooks, texts and resources used

Key Stage Three Science: The Revision Guide
Heinemann Science Scheme: Foundation Edition Book 1
Heinemann Science Scheme: Foundation Edition Book 2
Heinemann Science Scheme: Foundation Edition Book 3
Internet based resources such as online quizzes for homework

Teaching Style and Assessment

In Years P6, M1 and M2, the science program at ANS is based on “active” science exploration, as prescribed by the UK National Curriculum. A primarily “hands-on” approach to science is used throughout the program to develop scientific skills and reinforce concepts. In addition to learning content, students learn how to make scientific observations, to record data, to conduct research, to take notes, to perform experiments, to work safely in a laboratory, to use common laboratory equipment, to utilize graphs, to understand units of measurement and to work as an effective team member, all skills necessary to fully understand the ideas in the subject.

Assessment in science is used to review student’s progress against the level descriptions of the UK National Curriculum. Science assessment is at three levels: short, medium and long term assessment. Short term assessment involves the marking of student’s laboratory work and homework. Medium term assessment includes items such as end of unit tests and research assignments. Long term assessment consists of end-of-semester theory and practical laboratory examinations.

Students also take regular Cambridge Progression tests throughout M1 and M2, and the Cambridge Checkpoint Test at the end of M2

Other useful information

Students should come equipped to class with a notebook, plastic folder, calculator and ruler.

Art Key Stage 3

Course content

Throughout KS3 pupils will complete a variety of units of work. Each unit is put together using one item each from point 1-7. The same combination will never be used twice. By the end of there KS3 time the pupils will have covered a wide variety of skills and techniques.

- 1. Elements of Art:** Colour, Shape, Line, Value, Space, Form, Texture
- 2. Principles of design:** Rhythm, Contrast, Movement, Pattern, Balance, Unity, Emphasis
- 3. Creative processes:** Sculpture, Drawing, Painting, Textiles, Printmaking, IT
- 4. Senses:** Taste, Touch, Smell, Sight, Sound, Dreams,
- 5. Multiple Intelligences:** Visual/Spatial, Bodily Kinaesthetic, Linguistic, Logical, and Musical. Inter and intra personal
- 6. Assessment:** Knowledge, Application, Reflection, Personal engagement, Exemplars, Feedback, Success criteria
- 7. Themes:** Architecture, Cultural/Religious, Imagination/Dreaming, Human Figure, Flora & Fauna, Invention, Nature

Each unit completed will be broken down as shown below

1: Brainstorm **2:** Critical and contextual analysis **3:** Initial ideas **4:** Developing ideas **5:** Final outcome **6:** Reflection/Evaluation

Where possible, students are encouraged to use primary sources. Secondary resources are used when investigating specific subjects. A clear and accurate use of art and design terms is essential if students are to progress, and art language is incorporated into all of the Key Stage 3 courses.

Teaching Style and Assessment

Students are graded using the UK National Curriculum criteria.

Other useful information

Guidance is given to individual students as to career opportunities within the broadest interpretation of Art.

Drama Key Stage 3

Drama is a recent addition to the curriculum. Last year the drama department focused on performance and design. M1 participated in weekly scheduled classes, which exposed them to basic features of light, costume, set, and make-up design; as well as basic movement, acting, and voice work. All classes are conducted with an emphasis on English and culminated in a performance by each class.

Curriculum content

The curriculum includes:

M1 & M2:

1. Introduction to Basic Acting for the Stage (includes basic stage movement, voice work, improvisational work, and scene work, telling a story)
2. Introduction to Basic Design (includes basic lighting, set, costume, and make-up design, perspective drawing)
3. Introduction to Elements of a Play (includes basic format of play and structure along with students writing "mini" plays through improvisational group work)

Club (M2 and 3):

1. Introduction to Basic Acting for the Stage (see above)
2. Introduction to Basic Design (see above)
3. Poster Design and Publicity (includes all aspects of designing and co-ordinating the publicity for a performance)
4. Theatre Games and Warm-up Activities (basic games and activities to warm-up, gain group cohesion, and reduce inhibitions)

In both cohorts classes were flip flopped at a midpoint to give all students exposure to all aspects of the classes. Next year the same classes will be offered along with some more advanced classes in Acting and Design.

Teaching Style and Assessment

All students are encouraged to take part in all aspects of the lesson, from the devising process through to the performance. Some form of performance usually forms the end of each lesson with students forming a sense of 'ownership' of their work.

Classes are of mixed ability students, and the teacher when selecting work groups within the class carries out further differentiation.

The teacher while observing both the process and product of student's practical work continuously makes assessments. Students also assess each other through verbal feedback and constructive criticism of each other's performances.

Written work (which currently consists of the collaborative work shopping of ideas for plays and performance as well as publicity, posters, and programs) will also slowly be introduced in the form of self-evaluation forms for M1 with a view to progress this through the Key Stage over the next two years.

Key Stage 3 Assessment Goals and Criteria in M1 and M2 include:

1. Students work collaboratively to devise and present scripted and unscripted pieces, which maintain the attention of an audience.
2. Students extend their spoken repertoire by experimenting with language in different roles and dramatic contexts.
3. Students develop drama techniques and strategies for anticipating, visualising and problem-solving in different learning contexts.

In addition, students work in a collaborative environment to design and implement lighting, stage, make-up and set designs and gain an over all understanding of basic technical aspects of a theatre performance.

Other information

The teachers have found that this is not only an interesting and exciting subject area for the students but also an excellent and dynamic platform for English in the EFL environment. Last year the drama department participated in the M1 end of the year project, and hope to undertake similar projects this year keeping an eye out for possible integration projects. Some basic texts will be added to the curriculum this coming year.

Geography Key Stage 3

Course content

Aims of the course

- To provide students with an appreciation of Place.
- To enable students to develop an appreciation of how and why different parts of the world differ from one another, using skills based approach. Diagrammatic interpretation and representation is a key component of this subject.
- To enable students to develop and use the necessary skill that will enable them to access a wider curriculum in KS4 and IGCSE.

M1: What is geography? Weather and climate, river flooding, settlement, natural hazards-the 2004 Tsunami

M2: Weathering, rivers and coasts, primary and secondary activities, environmental concerns, Population, Kenya an LEDC.

Textbooks, texts and resources used

In M1-New Key Geography Foundations.

In M2-Geography 123 Series Book 2

Various Audiovisual and Internet resources and Unit worksheets related to the content of the textbooks and curriculum.

At present the Department is undertaking a curriculum and textbook review. Starting next year all P6, M1 and M2 students will be using the Oxford 123 textbook series currently the best integrated Key Stage 3 Programme available

Teaching Style and Assessment

A combination of whole class teaching, group work and individual project work is used. At all levels there is emphasis upon enquiry-based learning. Differentiation is achieved by both task and outcome.

Students are graded using the UK National Curriculum criteria.

Other useful information

Students should have pens, a ruler, drawing and coloured pencils and rubber, and mathematical equipment available for lessons. Also a plastic A4 wallet and ring binder for the storage of photocopied worksheets.

History Key Stage 3

Course content

Aims of the course:

To understand how physical environments and geographic factors have influenced history

To be able to interpret maps, graphs, charts and diagrams

Develop note-taking strategies

To become aware of their own learning styles

To learn to question while reading

To be able to evaluate primary source material

Consider how the past influences the present

Find out about what past societies were like, how these societies organized themselves, and what beliefs and cultures influenced people's actions

Develop a chronological framework

To be able to write an effective essay including thesis, topic sentence and evidence

Realize the diversity of human experience and understand more about themselves as individuals and members of society

Reflect on their personal choices, attitudes and values

To be able to define bias, point of view, fact and values

Be able to identify types of evidence and steps for constructing the historical record

To be able to use evidence, weigh it up and reach their own conclusions

To do research, sift through evidence and argue a point of view

To organize and present oral presentations with a clear thesis and supporting evidence

To make inferences from pictures and political cartoons

M1: Introduction to study skills and expectations. Ancient Egypt; Ancient Greece; the Roman Republic & Empire and Medieval England.

M2: Renaissance; Reformation; Age of Revolutions; the Industrial Revolution; Nationalism

Textbooks, texts and resources used

Essential Modern World History

Twentieth Century History: International Relations since 1919

GCSE Modern World History (second edition)

World History: Perspectives on the Past

World History: Patterns of Interaction

World Traditions in the Humanities

The Medieval Realms-Heinemann

The Schools History Project: Societies in Change-John Murray

The Schools History Project: The Twentieth Century-Hodder Murray

Teaching Style and Assessment

History is a subject which develops a student's ability to think critically. The ability to infer and draw reasoned logical conclusions from a body of information is a key skill used by lawyers and journalists. Key Stage 3 also develops skills in essay writing which will be useful in any profession, where the clear and accurate presentation of complex factual information is valued.

In history, pupils acquire and apply knowledge, skills and understanding in five main areas:

- Chronological understanding;
- Knowledge and understanding of events, people and changes in the past;
- Historical interpretation;
- Historical enquiry;
- Organization and communication.

These aspects of knowledge, understanding and skills are developed throughout the student's study of history.

Developing student's analytical skills in History classes also complements the work students do in other Humanities subjects.

Students are graded using the UK National Curriculum criteria.

Other useful information

For students entering KS3 with limited language skills, History offers regular and intensive exposure to English which helps accelerate their understanding and command of the language.

Information and Communications Technology

Key Stage 3

Course content

M1: Introduction to ICT-using ICT, Information and presentation, Processing text and images, Models-rules and investigations, Data-designing structure, capturing and presenting data, Control-input, processes and output, Measuring physical data.

M2: Public Information Systems-Public information systems, Publishing on the web, Information-reliability, validity and bias, Data use and misuse, Systems-integrating applications to find solutions, Control systems, Global communications-negotiating and transferring data, Systems-managing a project.

Teaching Style and Assessment

Students undergo internal assessment in all areas and get the opportunity to explore all of the topics covered in a theoretical and practical context

Teaching Objectives

The student's are given a comprehensive grounding in all the major areas of ICT to.

- Enhance studies in other subject areas through competent and confident use of ICT systems.
- Provide a foundation for future studies in computing.
- Give students a practical awareness in ICT issues in their personal lives including the safe and responsible use of computers.

Other useful information

All students have individual access to a computer. The software used is based on the Microsoft Office Suite; however they are made aware of other software and solutions. Simulation software is used in the teaching of control systems

Physical Education KEY Stage 3

Curriculum Content

The PE course is taught in half term modules lasting approximately 6-8 weeks. M1 & M2 students are taught in PE English during Term 1. PE activities take place regardless of the actual weather conditions.

1st Half Term: Team games football and basket ball

2nd Half Term: Team games hockey, touch rugby and athletics.

Teaching Style and Assessment

Students are taught the various skills and tactics they will require to play each sport. They will be required to practice each skill/tactic at their own level and then use it in a mini sided game situation, eventually progressing to playing the full version of the game. Students will also be taught all rules and regulations involved in each sport as well as correct warming up and stretching techniques.

Students are assessed on effort, understanding, progress made and their own personal achievement and not solely on their innate abilities.

Other useful information

PE requires that sports kit to be brought for every lesson. The kit should comprise of sports shoes, tracksuit or shorts and a sports top.

If a student is unable to do PE they will need to bring a signed letter from their parent/guardian explaining why they are unable to participate.

Commendation Certificates

As a positive incentive for establishing a good work ethic among students the school operates a system of commendation certificates. To earn a certificate students have to obtain commendations for good work from their teachers. By gaining commendation certificates, students also gain points for their house. The House system is also used for sports competitions.

General Information

Basic Equipment Needed

All necessary exercise books and most of the equipment can be purchased from the school shop. Each student should come equipped with the following.

- 2 pens (black and blue)
- 2 pencils (HB)
- A variety of coloured pencils.
- A pencil sharpener.
- An eraser.
- A 30 cm ruler
- A4 plastic wallets and ring binders for the storage of photocopied worksheets.
- For Maths, Science, and Geography lessons a mathematical set containing a pair of compasses and dividers, a protractor, a setsquare, and a 15 cm ruler.
- A scientific calculator.
- Appropriate PE kit, which will be advised by the PE teaching staff.
- Students will also require a **good quality padlock** to secure their school locker if they choose to have one.

Homework

Key Stage 3 students are issued with a homework timetable. Every day there will be set homework in two or three subjects, of approximately 20-30 minutes work per subject. Homework set each day must be recorded in the student's homework diary. We request that parents carefully check that homework has been fully and neatly completed, and that the diary is signed to this effect.

Students are also encouraged to read regularly. The School Library has an extensive collection of books for loan.

Students Diaries

Each student is issued with an ANS Students Diary. Each day students are required to write down the homework given them in different subject areas. We request that parents/guardians check that the homework has been completed and sign the diary. Teachers and Form Tutors may comment in the diary about continuing good work worthy of praise, as well as any problems that are arising. Likewise we encourage parents to use the diaries to communicate with form tutors and teachers

Reporting and Assessment

Students are assessed in a variety of ways in each subject throughout the year. These vary from subject to subject, but generally include

- Class work
- Homework.
- Oral contributions during lessons.
- Group presentations and projects.
- Personal projects.
- Quizzes
- End of Unit Tests.
- Mid Year and End of Year Examination

The grades obtained by each student in each subject are reported in the form of a percentage grade, exactly the same as for the subjects they study using the Thai Language. These grades are entered in their report books and used to help calculate their GPA

There are mid-year examinations at the end of Term 1 and end of year examinations in Term 2 that give student's experience of taking tests in various subjects in a fairly short space of time. This experience is necessary for when students come to take external examinations later on in their academic career.

UK National Curriculum Levelling

The student's progress in each subject area is also assessed according to the UK National Curriculum criteria. The various levels given indicate a progression in that subject, as to what the student knows, understands and can do, and are not levels of attainment expressed as a percentage. At each of the levels 1 through to 8, specific criteria are given in each subject area, as to exactly what skills and knowledge a student has to achieve to be placed at a particular level.

We would aim for most students to achieve a level 4 or above, by the time that they complete Key Stage 3. However some who enter the school with little English might only achieve a level 2 or a level 3.

The use of this form of assessment is particularly useful as it informs on the progress that students are making, and on their strong and weaker areas. It is used for setting targets that need to be met in order to make further progress.

These assessments are formally represented in written reports. Students receive full academic and behavioural reports at the end of each term. These reports reflect effort, attainment, homework, and attitude. They will also contain targets that when completed will enable the student to progress to the next level.

Throughout their two Years in M1 & M2 students will also be given regular Cambridge Progression Tests in English, Maths and Science. At the end of M2 students take the Cambridge Checkpoint Tests in these subjects, which are marked externally back in the UK. The school receives a detailed profile on each student' attainment and areas of

strength and weaknesses in each of these core subject areas. All M1 students are also given standardized English tests before they enter M2.

Why do we use so many different forms of assessment? The results add to the unfolding picture of how students are progressing and help to build each individual student academic profile.

In between these formal periods of contact, problems and issues may arise. Parents/Guardians may contact the school to make an appointment to see the school and likewise the school may request parents/guardians to come into school for a conference. The form tutor or Head of Year are the main people to contact, via your son/daughters diary or the school office, if you have any anxieties.

Homeroom & Tutor Time

Each of the years M1 and M2 are divided into form groups each with two tutors. They are the first point of contact with parents. The students spend the first 20 minutes at the beginning of each day with their form tutors who are there to help with problems, encourage students to organise themselves for the day, check entries in homework diaries, give out necessary information and discuss matters of importance.

Commendations Certificates

Effort and excellence are publicly recognised through the award of commendation certificates. These are awarded at regular Key Stage 3 Assemblies.

Key Stage 3 Assemblies

These take place on a regular basis during morning homeroom time. They will largely be conducted in English and used for such things as the presentation of commendation certificates, advertising and promoting sports events and house activities etc.

School Services

Medical

The school nurse's office is staffed by a registered nurse and is open from 7:30 am until 4:30 pm.

The school nurse's office is intended as a first aid station, not as a medical clinic. Students with minor injuries or complaints such as headaches, cuts and bruises, menstrual cramps, indigestion, etc., can receive care and then must return to their classes. The nurse will provide the student with a **NURSE OFFICE VISIT** pass to return to their classroom.

Students who need to take medications prescribed by a doctor must leave all medication along with the doctor's instructions with the school nurse. The nurse will administer all prescribed medication.

No student may enter or remain in the infirmary unsupervised, or remain in the infirmary for more than ½ hour without evidence of serious injury or illness. The school will contact the parents of students regarding serious injury or illness that requires a doctor's care.

The School Shop

The school has a shop where students can purchase stationary items and exercise books, and also drinks. Students can only use the shop before and after school, and at break times and lunchtimes.

The School Canteen

The school has a canteen that offers a wide variety of food. Like the school shop students can only use the canteen shop before and after school, and at break times and lunchtimes.

After School Extra-Curricular Activities

A wide variety of extra-curricular activities are available for students to participate in. If you son or daughter is aiming for a prestigious course at a first rate university, then one of the first questions they will be asked at interview, is about the number and range of extra curricular activities that they were involved in at school.

Activities are part of the school day and carry with them the same rules as any academic class. Students must come to each activity on time, dressed appropriately, have all necessary equipment and be prepared to work. All activities are formally assessed.

The School Library: Hours: 7.30 am–4.30 pm Monday–Friday

The library is the subject of an ongoing development plan designed to make it a focal point for education in the school. As well as loaning books it is meant to be a place where students can research different topics using reference material, educational computer programmes and the Internet.

Book loan policy

- Books may be checked out at any time during the school day at the librarian's desk.
- Books may be borrowed for 2 weeks and may be renewed for 1 additional week.
- Teachers may put books on reserve with the librarian for special research topics.
- Reserve books may be checked out for 3 days or used in the library.
- Reference books, periodicals and special acquisitions may only leave the library with special permission from the librarian.
- All books and library materials must be returned on time and in good condition.
- A late fee of 5 baht per day will be charged for overdue books.

Library Rules

- The library is a place for quiet research and study. It is not to be used as a social gathering place.
- No food or drink allowed in the library at any time.
- No card or electronic games are allowed in the library.
- **Anyone** violating library rules can have their library privileges revoked at the discretion of the librarian.

The School Rules and Behaviour Code

The basis of all of the School Rules is respect. This involves students showing respect for themselves, their peer group, teachers and other workers in the school. It also involves them respecting the environment of the school. As well as these broad aims there are also some specific rules.

- A student who arrives after registration must obtain a late pass from the entrance gatehouse. Students who arrive late will not be allowed into class unless they show this late pass to their teacher. This is a safety precaution so that we are aware that students are in school, even if they have missed registration.
- Being punctual is very important. If your son or daughter is habitually late for school, then the School management will contact parents/guardians to ask for an explanation.
- Students who have been absent must bring absence notes to their Form Tutor on returning to school. The notes must be of acceptable quality, addressed to the Form Tutor and signed by a parent or guardian. If a student is absent for more than two days then the parents or guardians should inform the school by telephone on the third day, the exact nature of the problem.
- Students who need to be out of class during a lesson for example to visit the bathroom, must first obtain a hall pass from their teacher.
- Students should not be in classrooms during the morning break or at lunchtime, unless given permission by a teacher. Eating and drinking in classrooms is not allowed.
- Students are not allowed to eat food or drink in or between lessons except at break times and lunchtimes, or at the end of a PE lesson
- At the end of the school day students must not be in classrooms except with the explicit permission from a member of staff.
- School property must be cared for. Any damage to school property or loss of equipment should be reported to an appropriate member of staff as soon as possible.
- Valuable items including jewellery should not be brought to school. Calculators, mobile phones, watches, or other small valuable items should not be left in unattended bags. All such items are the responsibility of the students. The school has no liability for the loss or theft of such items.
- The whole school is a chewing gum free area.
- Students can only leave the school premises with permission from the Principal or Head of School. They will be issued with a pass that should be presented at the gatehouse.
- Courteous behaviour and polite language are expected at all times.
- Students should move around the school in a quiet and controlled manner.
- Ball games are restricted to the allocated and appropriate playing areas.
- Cigarettes, non-prescriptive drugs and weapons are forbidden in school.

ANS Secondary School Student Discipline Procedures

Classroom Discipline

Step 1: Subject Teachers.

For discipline issues arising within the classroom or outside, the most effective control comes from individual teachers. Teachers are encouraged to impose their own sanctions and, if necessary hold their own detentions before involving making any referrals. Teachers should make use of the OXO procedure for dealing with minor misdemeanours. This may result in a student's parents/guardians being contacted and the student being put on a 'Behaviour chart' for up to three weeks. (Details of the OXO Procedure are at the end of the Handbook). Teachers may also put a student in lunchtime detention.

Step 2: Referrals

Only for more serious misconduct such as failure to obey the teacher's guidelines and expectations, or abusing other students, should a student be referred:

Level 1. To the Form Tutor Team

Repeated offences should be documented on a referral form and passed onto the relevant Form Tutor Team for action, such as a detention (s).

Level 2. To the Head of Key Stage 3 and Head of School

If the problem still persists or is deemed to be serious then it will be passed onto the Head of Key Stage 3 and the Head of School for consideration and action.

This could consist of being.

- Put on an Academic and Behaviour Report
- An Internal or External Exclusion

In these cases the action would be accompanied by written and verbal warnings to both the student and parent/guardians that their son/daughters place at the school is in jeopardy.

Discipline outside of the Classroom

For serious misconduct either inside or outside of the classroom such as theft, insulting behaviour, physical abuse, or smoking, teachers may refer students directly to the appropriate the Head of Key Stage 3 or Head of School.

The OXO Procedure

What is OXO?

It is a system of monitoring and responding appropriately to 'low level' misbehaviour among students, before the problem escalates in something more serious.

Low level misbehaviour consists of

Consistently arriving late for school or lessons
Regularly failing to complete handing or handing it in late
Failing to have the necessary books and equipment
Talking inappropriately or messing around
Chewing gum in class etc

How the system works

This is done on an OXO form completed by the teacher

1. At the end of each lesson, teachers award each student an
O for poor behaviour
X for good behaviour

If a student is awarded an O the teacher will.

- Write inside the **O** the appropriate code letter that indicates what the student had done wrong.
 - Tell the student (s) why they have been awarded an **O**, so that no student can claim ignorance.
2. If within any one half term period, a student has been given **5 O's** by an individual subject teacher, then the teacher contacts the Head of Key Stage 3. The Key Stage Head will see the student and inform him/her that they will be contacting other teachers, asking how many **O's** they have given this student in their subject.
 - If necessary the KS3 Head will write to parents/guardians informing them that their son/daughter has been put on a lesson behaviour chart.
 - Should the problem persist then the Head of Key Stage 3 will call the parents into school, and explain to them the logical consequences of what could happen if the behaviour continues.
 3. Each half term the **O record starts again.**
 4. At the end of each term we shall ask teachers to inform the Head of Key Stage 3 of any students who have a complete record of '**X**' grades. They will receive a commendation certificate.