



**PYP Parent**

**Handbook**

**Arusha**

**2023-24**

# Karibuni!

## Nursery – P6

### UWC EAST AFRICA MISSION

UWC East Africa makes education a force to unite people, nations and cultures for peace and a sustainable future. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.

Value 10 - The happiness and well-being of our community.

### INTRODUCTION

This handbook and curriculum summary is intended to help you get the best out of our primary school. Please take the time to read through it.

We believe that the well-being and education of our UWC EAST AFRICA children is best served when there is a partnership between school and home. Through clear communication between parents, teachers and students we can achieve this goal.

### PRIMARY SCHOOL PHILOSOPHY

The Primary curriculum works within the framework of the International Baccalaureate Primary Years Programme (IBPYP). This programme is based on sound educational principles and up-to-date research into the ways children learn. It is concept-driven and has inquiry based learning at the heart. Inquiry is essentially exploring, wondering, questioning, experimenting, researching and elaborating on solutions to problems. It involves the synthesis, analysis and manipulation of knowledge. Our Nursery class follows the best practices of play based learning.

At UWC East Africa we believe it is important to:

- Recognise that each student develops in different ways at different rates and that each individual has a unique learning style.
- Determine the existing knowledge that a child brings to new experiences and build on that knowledge by enabling them to make connections to incremental pieces of new information.
- Encourage students to look at the 'big ideas', which drive our units of inquiry so that they can reflect on the connections between life in school, life at home and life in the world.
- Provide experiences, which support and stimulate a child's learning through active, hands-on activities, to engage with the environment in an effort to make sense of their world.
- Provide opportunities to practise problem-solving, make decisions and take action.
- Instill in students a feeling of 'Internationalism', an understanding of what it means to be part of an international community where they are open to other people's perspectives and are empathetic to other people's situations.
- Encourage students to be independent learners and understand what it means to take responsibility for their own learning.
- Enable students to apply their learning appropriately to new situations
- Encourage students to seek out information, to interpret what they discover and explain those discoveries to others.
- Use a broad range and balance of teaching and assessment styles and methods to meet the varied needs of our learners.
- Offer structured learning support and provide challenge to the academically advanced.
- Support each student's capacity to develop individual talents, abilities, skills and attitudes.
- See ourselves as part of a 'community of learners' where parents are involved in all aspects of their child's education and where peers are encouraged to support, and learn from, each other.
- Develop confident individuals with a love of learning who will be able to lead an active, healthy, productive and successful life.

## IB LEARNER PROFILE

Through the Primary Years Programme students are engaged in structured inquiry and are encouraged to become:

**Inquirers:** Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct, purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained through their lives.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.

**Communicators:** They receive and express ideas and information confidently, in more than one language, including the language of mathematical symbols.

**Risk-takers:** They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

**Knowledgeable:** They have spent time in our school exploring themes, which have global relevance and importance.

**Principled:** They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.

**Caring:** They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

**Open-minded:** They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

**Balanced:** They understand the importance of physical and mental balance and personal well-being.

**Reflective:** They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.

The students are made aware of each profile and how these fit together to create an 'Internationalist'.

We actively encourage all our students to think and act with the profiles as the driving force of their thoughts and actions.

## THE CURRICULUM

The Primary Curriculum at UWC East Africa offers a rich, challenging and stimulating programme, which aims to generate in its students an enthusiasm for learning, encouraging them to value learning as a lifelong process. In 2002 UWC EAST AFRICA Primary School formally adopted the Primary Years Programme (PYP) of the internationally renowned International Baccalaureate Organisation (IBO).

The Primary Years Programme strives for a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action.

It aims to achieve these through:

- Focusing on key concepts,
- Exploring trans-disciplinary themes, within a body of knowledge which has local and global significance,
- Developing essential inquiry skills, such as the ability to conduct research, communicate effectively and think critically and creatively,
- Fostering positive attitudes, such as tolerance, respect and responsibility,
- Providing opportunities for meaningful action and social service.

## HOW THE PROGRAMME OF INQUIRY WORKS

The Programme of Inquiry (POI) is divided into six transdisciplinary themes that are revisited each year by students. Each theme is taught through a different unit of inquiry so each year the students learn through six Units of Inquiry and four units of inquiry to be taught to P1 and Early Childhood. The units of inquiry frame all possible learning engagements; learning that does not fit into the programme of inquiry is taught through stand-alone lessons to support inquiry skills and coverage of the essential subject knowledge and skills.

## THE PROGRAMME OF INQUIRY

### **Who we are**

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

### **Where we are in time and place**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives

### **How we express ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### **How the world works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### How we organise ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

### Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

	Sharing the planet	Who we are	How we organize ourselves	Where we are in time and place	How the world works	How we express ourselves
EC	Life on earth creates opportunities for different interactions.	Every day we can learn to do more for ourselves.			We learn to make sense of the world around us.	Patterns exist in stories and rhymes that move our bodies and communicate sounds.
P1		People around us help shape who we are.	People use different types of transportation systems to meet their needs.	Family history provides an insight into cultural and personal identity.		People share ideas about self and the world through the arts.
P2	The interaction of living things and their environment can create unique ecosystems.	Making balanced choices about daily routines contribute to a healthy lifestyle.	Businesses have plans and systems that shape their identity.	Discoveries lead to new understandings that provide a link between the past and present.	There are naturally occurring cycles all around us.	Creativity can be nurtured through inspiration, imagination and application.
P3/4	Water is essential for life on earth.	Communities are enriched by their members and the different perspectives they bring.	People use systems to help solve problems, support collaboration and present knowledge.	Past civilisations can be seen through their legacy in today's world.	Life on earth is directly related to how the solar system works.	Discovering patterns helps us make sense of our world.
P4/5	All living Things adapt to meet the challenges of their	There are many ways we choose to work and relax.	The exchange of goods and services is complex and determined	Human migration is a response to challenges, risks and opportunities	Understanding energy transformation allows us to utilise its power.	Drama can convey people's beliefs, feelings and experiences

	environment		by many factors.			
P6	Plants are a life sustaining resource for all living things.	Humans change physically, socially and emotionally throughout adolescence.	Exhibition Unit	A community's response to significant events provides an insight into the history and values of that community.	Electricity is a form of energy which can be produced from and transformed into different energy sources.	The media helps us to create, extend and challenge our perception of the world.

### END OF PRIMARY - THE PYP EXHIBITION

In their final year of the Primary Years Programme, students celebrate their learning, through an extended project known as the **PYP Exhibition**. This involves students working collaboratively for 7-8 weeks to conduct an in-depth inquiry into real life issues or problems and then share it with the whole school community.

### THE APPROACHES TO LEARNING

The ATL's are grouped into 5 sets: Thinking, Social, Self-Management, Research and Communication. They naturally have a growth mindset occurring within them, since they cover many different behaviours, self-control as well as thinking and communication strategies.

- Communication skills - Speaking, listening, reading, writing
- Social skills - Accepting responsibility, cooperating, respecting
- Self-management skills - organization, time-management, safety,
- Research skills - organizing, collecting and interpreting data
- Thinking skills - critical thinking, creativity and innovation.

### TEACHING METHODS

The primary teachers employ a wide variety of teaching techniques and strategies in their classrooms, which are predominantly inquiry based. These will include co-operative learning, using manipulatives, projects, experimental and independent learning, games, role-play, modelling, dramatisation, activity sheets and many more. Students will work in a variety of different groupings including whole class, group work, partner work and individual tasks. Although subjects are taught through the Programme of Inquiry wherever possible, on occasions it may be necessary to plan for some subject specific activities outside of the Units of Inquiry.

### ASSESSMENT & REPORTING

#### Assessment

In the primary school we practice Authentic Assessment, this means assessment is:

- Ongoing, providing descriptive information about a learner's progress, it informs teaching and learning and provides information for planning future activities, goals and targets.
- Diverse and multidimensional in its' application; it uses real life scenarios, audiences, demonstrations, written assessments, oral assessments, technology, as well as artistic expressions.



- Diverse in the use of assessment tools and strategies like, rubrics, check lists, self-assessment, peer assessment, tests, observations and criteria-based.
- Inclusive and engages students to become active participants in the assessment process through goal setting, reflecting, learning journals and student led conferences.

Twice in an academic year UWC EAST AFRICA implements the MAP (Measured of Academic Progress International Standardized Assessments) in P4, P5 and P6. These tests assess the attainment of students and have been specifically designed with international students in mind. Results are used to inform curriculum development.

## REPORTING

Communication of the student's progress is essential to student success and should be seen as an opportunity for parents, teachers and students to exchange information that will help the student. Reporting on student progress in the PYP is divided into three distinct categories; parent/teacher/student conferences, student-led conferences and report cards.

The reporting schedule

Quarter 1 (October) Parent - Teacher - Student Conference (3 Way Conferences)

Quarter 2 (December) Report Cards - Semester 1

Quarter 3 (March) Student-led Conferences

Quarter 4 (June) Report Cards - Semester 2

## ASSESSMENT & REPORTING

Written Reports - All primary teachers are responsible for writing student reports twice a year, a mid-year report and end of year report.

## STUDENT-LED CONFERENCES

The purpose of these conferences is for the students to let their parents experience some of the learning activities they participate in at school. They will share their portfolios and demonstrate their knowledge in certain areas through various learning centres around the school.

- Student-led Conferences are an assessment and reporting tool.
- Student-led Conferences occur when the student introduces his / her parent to their work in the classroom as well as in single subject lessons which they wish to share.
- The ability of the student to 'lead' the conference depends on the child's age, ability and past experience, however the goal is to increasingly develop each student's ability to confidently discuss themselves and their work in an honest and open manner.
- Student-led Conferences enable students to develop constructive and open relationships and communication between themselves, parents and teachers.

## PARENT - TEACHER - STUDENT (3 WAY) CONFERENCES:

During these conferences, parents, teachers and students discuss development in all academic and non-academic areas of school. During the conference students will talk about their goals and areas in which they would like to improve. Although scheduled in quarter 1, additional Parent-Teacher conferences can be scheduled according to individual needs at any time during the year.

- Parent Teacher Student Conferences are an assessment and reporting tool.
- Parent Teacher Student Conferences provide the students with the opportunity to share work samples in their portfolio as well as around the classroom.



- Parent Teacher Student Conferences provide parents with the opportunity to reflect and set goals with their child and the teacher.
- Parent Teacher Student Conferences enable students to develop constructive and open relationships and communication between themselves, parents and teachers.

## Nursery

### Age range 2-3

At UWC East Africa the Nursery and school environment support children's development in a holistic way that caters to children's needs allowing them to move at their own developmental pace. We as a result have identified four areas of development that we believe are vital to young children's holistic growth:

1. Personal, Social, and Emotional Development
2. Physical Development
3. Cognitive Development
4. Language Development

Young children learn best through play. Many opportunities are given to experience a wide variety of understandings.

The Nursery class has 2 x 40 minutes per week for P.E., and Swimming (with parental support) plus 2 x 40 minute Music and Swahili lessons. They also visit the library once a week.

## Early Childhood

### Age range 3–5

At UWC East Africa the Primary Years Programme from the International Baccalaureate begins in EC. The early childhood curriculum and school environment support children's development in a holistic way that caters to children's needs allowing them to move at their own developmental pace. We continue the four areas of development that we believe are vital to young children's holistic growth. Young children do not separate learning into categories or subject areas such as reading, writing, math, science, and social studies. For this reason, we integrate the PYP subject specific expectations through the lessons we teach in large and small groups and with materials and activities that are available in the learning centres.

By integrating young children's learning experiences, we help them to make sense of their world and connect what they already know to what they are learning. The time they spend in centres allows them to be risk-takers, test new ideas, work out problems, and share their learning with peers, in a safe and supported environment.

The Early Childhood class have 2 x 40 minutes per week for P.E., and Swimming plus 1 x 40 minute sessions of Information Technology and 2 x 40 minute Music lessons, 2 x 40 minute Swahili lesson and 1 x 40 minute library lesson.

## Primary Classes

### Age Range 5 - 11

Between our P1 and P6 classes students develop the independent skills that facilitate in-depth inquiry. They further become aware of the relevance of concepts framed through big ideas.

In order to develop independence students will have the opportunity to identify and reflect upon “big ideas” within and between subjects, by making connections between the questions asked and the concepts that drive the inquiries.

The P1 and P2 class have 2 x 50 minutes per week for P.E, Swahili, Music, Information Technology. They also visit the library and have swimming once a week.

The P3 to P6 classes have 2 x 50 minutes per week for P.E, Swahili, French, Music, Information Technology. They also visit the library and have swimming once a week.

As children progress through the grades they will acquire specific knowledge and skills about different subject disciplines like, reading, writing, math, science, and social studies. Much of this learning is fused and integrated into our units of inquiry. However, we do recognise that not all learning can be achieved through integration and therefore it is not uncommon to see specific knowledge and skills being taught through traditional stand-alone lessons.

## Admissions

The school year is divided into four quarters, beginning in August and finishing in June. UWC East Africa has chosen August 1st as the birth date necessary to move into the subsequent grade level. For example, each child needs to be 2 years old or older by August 1st in order to start Nursery, 3 years old by August 1<sup>st</sup> to start EC, 5 years old by 1<sup>st</sup> August to start P1, 6 years old by August 1st to start P2, etc. This format is followed every year to P6 where children must be 10 years old by August 1st to start P6.

There may be exceptions in some admission cases, and this will be determined by the child's age, educational background and the school's assessments of the child's ability and maturity to help decide which class they enter. Children are eligible to enroll at our school providing that we believe we are able to cater for their needs.

The PYP classes will not normally exceed 25 students, unless special circumstances apply. We are a small primary school but have a strong tradition of working closely with each other and the teachers take pride in knowing the names of every primary student.

## Primary Classrooms

Currently there are six primary classes in UWC East Africa Arusha Campus primary school. In addition to homeroom teachers, students are also taught by single subject teachers for music, Swahili and, from P3, French. UWC East Africa Arusha also offers learning support for students

in the primary who may have specific education needs (SEN). Please note class splits will be based on the age of the child.

The Class teacher and Teaching Assistants for 2022-23 are:

Nursery/EC1/EC2 - Ms Glory Mollel with Miss Stella

P1 - Mrs Nangini Lukumay with Miss Loveness

P2 – Mr Hywel Davis / Ms Alina Fazel with Miss Esperance

P3/4 – Mrs Amanda Bowen with Miss Rosemary and Miss Beatrice

P4/5 – Mrs Adele Pollard with Miss Sada

P6 – Mr Jonny Pollard with Miss Rose

Kiswahili - Ann-Joyce Mwamafupa

French – Mr Alli Abdelrashid

Music – Elizabeth Malale

Inclusion - Ms Clara Mbaga with Angela Mutinda

PE – supported by Mr Samwel Shepa

Swimming – Supported by Coach Kevin and Mrs Caitrin Trappe

### The School Day

The school week is from Monday to Friday and begins at 8.00am for registration. Please remember that lateness can be very disruptive to lessons and is never the best way to start the day. Parents and drivers must arrive punctually to collect their children from the classrooms, unless they are taking part in the co-curricular activity programme. Below is a general guide to our school day:

Nursery

8.00 – 12.00 daily

Early childhood:

- Half Day Programme 8:00 – 12:00
- Full Day Programme 8:00 – 2:30 (2:00pm on Friday)

P1 to P6:

Monday – Thursday (8.00am to 2.30pm)

Friday (8.00am to 2.00pm)

Share Time Assemblies: Are held at approximately 1.15pm on a Friday. We encourage parents to attend our Share Times. Notification of a special class Share-Time is sent via the class teachers.

NOTE: The school cannot accept any responsibility for a student's safety or welfare after 2.30pm unless they are attending organised classes or CCAs. Please do not leave your child unattended or unsupervised. Once a child's activity is finished please be prompt in picking them up or ensure that transport is provided and punctual.

### Co-Curricular Activities (CCAs)

We offer a range of creative interest and sporting activities, which are optional for primary students. CCAs run on Monday-Thursdays, 2.30 to 3.30pm. Actual start and finish dates will be

communicated by the Activities Coordinator. An electronic sign-up is sent to parents for each quarter and we request that you observe the closing date for applications. Some co-curricular activities will be offered by outside instructors and may incur a charge.

Private music lessons are available for certain instruments for an additional fee. Arrangements for these lessons can be made with the music teacher, at the beginning of the school year. Lessons include piano, guitar, and violin; and other instruments according to the availability of teachers.

### Class Trips

- UWC East Africa Primary School tries to include excursions into the local community as part of its curricular provision. These are regularly and individually reviewed and assessed for their health and safety. The school may require parents to participate in some of the costs for the trip. Children are not allowed to leave the school campus unless a completed permission slip has been received by the teacher, therefore we ask parents to complete permission slips promptly to avoid disappointing your child. The permission slip will come as an online Google Form. Parents may need to provide a snack or lunch for the child and/or pocket money.

### Field Study Trips

- Each upper primary class takes one camping trip during the school year. P1 classes have the opportunity to have a 'Camp Out' on the school grounds. Overnight camping excursions begin in P2 with a well-supervised camp either on the school grounds with the use of school facilities or at a designated site chosen by the teachers. This progresses for the older primary classes to trips further a-field. Details for all overnight trips will be sent to parents well in advance.

### Library

- A resource - All UWC East Africa families are encouraged to access literature and information. Primary students may borrow up to three books at any time. Parents are also welcome to borrow books. All books are due two-weeks after the checkout date.
- Borrowing days - each class has a regular borrowing day, this will be communicated to parents as part of the weekly schedule.
- Respect - be aware that lost or damaged books will have to be paid for.
- Library Bags - we need you to purchase these in order to keep our books in good condition.

### Home-Learning

Most students are set regular home learning assignments as a continuation of learning that happens in the class and as a way to cultivate positive working habits.

Assignments may not always be in the form of a written piece of work, it may be a preparation for learning that will happen or a reflection piece on learning that has happened. Learning completed at home is considered to be an important part of the child's academic programme and we expect assignments to be completed on time. Students need to organise their days with the help of parents or guardians so that they have enough time to do their learning at home well. Below is an estimate of the home learning schedule. This is an approximate guide and there are times when no home learning is assigned.

- P1 / 2 10 – 20 minutes per night  
(Including 10 minutes or more of independent reading)
- P3 / 4 20 – 30 minutes per night  
(Including 15 minutes or more of independent reading)
- P5 / 6 30 – 60 minutes per night  
(Including 30 minutes or more of independent reading)

Independent reading should be enjoyable and a means of gaining reading fluency and understanding. The partnership between parent and child confirms that education is highly valued in the home. Home learning, however, deserves an equal place alongside family activities, music practice, sport practice and playing with friends.

How can I support my child's learning at home?

You can help your child by:

- Asking them questions and engaging in conversations about their learning
- Maintaining regular contact with the school
- Sharing books with your child
- Supporting your child's mother tongue
- Assisting your child with research projects
- Attending curriculum information sessions at school and parent / teacher conferences
- Providing an appropriate setting and structured routine for doing home learning

### Celebrations

UWC East Africa has developed some guidelines to help you organize your child's birthday celebration in a manner which is appropriate within our school community. We believe that such celebrations are important and we certainly appreciate the fun and enjoyment they bring for children and families. However, on occasion, these celebrations; supposed to be happy times, can lead to sadness and hurt feelings if not dealt with in a sensitive way.

This set of guidelines is intended to reinforce our PYP Attitudes and Learner Profile statements, to promote inclusion, caring and respect for all of the children in our school.

### GUIDELINES:

#### Integrity:

When coordinating a celebration, parents and students will demonstrate a considered sense of fairness. Invitations for a whole class group can be distributed at school. More selective guest lists must be distributed outside of school. Don't forget: Our classroom communities can be comprised of TWO grade levels.

#### Respect:

When coordinating a celebration, parents and students will be respectful of themselves, others and the world around them. UWC East Africa Arusha class teachers are happy to share a cake with your child and their classmates during the school day. We ask that parents wishing to take this option contact the class teacher to arrange a convenient time and day. The class teacher

will not distribute party bags, sodas or conduct party games. Please enquire as to specific dietary requirements in the class for both religious and medical reasons.

#### Empathy:

When coordinating a celebration, parents and student will be sensitive to and mindful of the feelings of others. We ask for parental support in discussing with your child the realities and necessary considerations of people and parties. Developing a guest list and dealing with not being invited are good opportunities for parents to teach and guide their children into deeper understandings of how people react in different situations. We ask that you help your child consider how others might feel and appreciate that it is not necessary to be invited EVERY time!

#### Dress Code

##### PE Kit and swimming

All students are required to wear their PE uniform to school on PE days (Black pants / shorts and a purple UWC East Africa top) including training shoes, hat and water bottle. Students are encouraged to bring a change of clothes in the event that they need to change after PE lessons

A swimming costume and towel are required on swimming days, these should be labeled with the student's full name. All students are expected to participate in all swimming sessions, as this is a statutory part of the school curriculum. If a student is at school then s/he is assumed to be fit to swim. Please send a note to the classroom teacher if your child is to be excused from swimming.

- It should be noted that due to weather conditions some swimming classes are cancelled. This is left to the teachers' discretion.

#### General

UWC East Africa T-Shirts are to be worn on non PE days. We expect children to dress in clothes appropriate for the school day, with sturdy shoes suitable for running and climbing at play time. Please note that flip flops are not suitable for the playground. Our school dress code emphasizes that all clothing should show respect for the local community so clothes that reveal too much of the child's body are not allowed. In the interests of protecting children from the sun's harmful rays, hats are a statutory requirement for all outdoor play and lessons.

#### Jewelry

For safety reasons we ask that students do not wear jewelry to school. Students may wear a watch. If your child has pierced ears then please make sure that they only wear studs to school.

#### Hair

For health reasons we prefer students with long hair to arrive at school with their hair neatly tied back in a ponytail or plait etc.

#### Health and Safety

We hold regular fire drills to ensure quick evacuation of our children in emergencies and our many fire extinguishers are regularly checked. We always do our best to ensure that our students are as safe as possible during their time on our campus. Teachers and classroom assistants supervise playtimes and we regularly check to make sure all playground equipment is



safe. Please try to ensure that your children are not left on campus at times when there is no supervised activity for them to attend.

We hope that all parents will help us in our quest to keep UWC East Africa safe. If you see, or if your child tells you of anything that you feel might cause an accident on campus please do not hesitate to send a note to your child's teacher or to give us a phone call. We will act as soon as possible on any such report.

### Illness and Accidents

If your child is unwell we ask you to keep them at home for at least 48 hours after the illness in order to discourage the spread of viruses. Please ensure that you call the school office or let us know in writing if your child is unable to attend school. In-light of the Corona Virus, we request that parents are particularly vigilant of illnesses and ask that they do not send their child to school even if another member of the family is sick for 4 days.

### Handwashing

As everyone enters the school they must wash their hands at one of the handwashing stations.

### Late attendance

Late attendance is recorded- students arriving late to school will receive a 'late slip' from the Reception.

### Medical Form

As part of the admissions process parents are requested to fill in a medical form. This information is confidential but it is shared with the class teacher as the primary carer. In the event of any illness or accident these forms are consulted before administering any form of medication. Should circumstances change, it is a parent's responsibility to provide the school with an update of any medical information.

In the event of an accident at school, the school nurse is available to administer medical treatment. Parents will be notified by telephone if a child has sustained an injury of any severity particularly to the head. The nurse will email parents a basic notification of any incidents and treatment given. Parents should respond to confirm they have read the form.

We strongly advise parents and guardians to avoid allowing their children to miss classes unless it is absolutely essential. If you expect your child to miss a class for any reason other than illness, (for example, to attend a family or religious ceremony) please contact the class teacher as soon as you know that the child will miss a class.

### Head lice

If at any time your child has head lice, please ensure the successful treatment of his/her hair before sending them to school. We would also appreciate that you inform the school as soon as



possible in order that all parents can be advised to check their child's hair to reduce the chances of head lice epidemics. Students will be sent home if they are found with head lice.

### Contagious diseases

If your child has a contagious disease, for example, conjunctivitis or ringworm, please ensure that they are kept at home during the time of the infection and that they have completely recovered from the illness before they return to school.

### Lost Property

- Our students are expected to take responsibility for looking after their own property. The school cannot be held responsible if items are lost, damaged or stolen.
- Please ensure that property is properly labeled as that way it is much easier for things to be returned quickly and easily. Any items that have been found are handed in and placed in the lost property baskets outside Reception.
- Valuable items should not be brought to school.

### Money

Children are responsible for any money they may have in school. Money sent in for trips should be placed in a clearly labeled envelope and given to the class teacher upon arrival at school.

### Home-School Communication

We aim to be a sustainable school and therefore utilise electronic communication as our primary means of sharing information. UWC East Africa Arusha staff email addresses follow a simple naming convention: teacher's first name + surname@uwcea.org e.g. Amanda Bowen is [amandabowen@uwcea.org](mailto:amandabowen@uwcea.org)

Please assist us by ensuring that the school has your most up to date email address and mobile phone number. Below is a breakdown of how different kinds of information will be communicated between home and school

### WhatsApp

Teachers will invite parents to a class WhatsApp group with the other parents within the class. Please respectfully use this communication remembering this is for teachers to communicate upcoming events, information and photos.

### Absences

For absences: Please note that if you need to take your child out of school during school hours for any reason it is important that you notify the class teacher and/or the office staff either in writing or by telephone.

For events and UWC East Africa Arusha news: Upcoming events are usually shared through our whole school newsletter. The newsletter is published on a weekly basis and sent to parents electronically. The content of the newsletter will include snippets of learning from the classroom,

field trips, Share Time assemblies, UWC East Africa sports and community events, and general news about the school deemed important to share with parents. A copy of all the newsletters are also posted on the school website.

In class: A weekly email will be sent by the class teacher highlighting important information for the coming week. A short memo will be sent home at the beginning of the unit and a newsletter sharing activities will be sent at the end of a unit.

If you have any concerns about your child's academic progress or behaviour, please contact your child's class teacher to make an appointment via email or by telephoning the school office. If there is still a problem then please contact the PYP Coordinator for an appointment.

For more information please contact: [adminarusha@uwcea.org](mailto:adminarusha@uwcea.org)