



The Netherlands International School School Prospectus



The Netherlands International School Lagos

**Bringing together the curricula
from the United Kingdom and the Netherlands
in Nigeria**

Academic Year 2020 – 2021

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A WELCOME FROM THE PRINCIPAL

Dear Parents and Students,

Welcome to the Netherlands International School of Lagos (NISL).

I hope this prospectus will provide you with all the information you need about our school. Although we have a separate document ('Schoolgids') for our Dutch parents which can be accessed on the website, the English Stream and Dutch Stream do work in unison and share many whole school policies. We are one school and find ourselves in a unique position where we run two curricula on one site; hand in hand.

As well as an outline of routines and expectations, most importantly in fact, we hope that through the pages of this prospectus you will get a feel of our school and the full flavour of our international provision.

We were traditionally a Dutch School alone but for the past ten years, on Dutch Consulate grounds, we have delivered the National Curriculum of England as well as the Dutch Curriculum. These curricula are run separately but we are able to come together for specialist lessons, the International Primary Curriculum (IPC) and at playtimes; we therefore operate with a united vision and ethos.

At NISL we also host an interactive and play based Early Years provision for 20 months - 5 year olds and invest heartily into these younger NISL Ambassadors as many of them choose to spend the duration of their primary schooling with us. The Early Years Foundation Stage department of NISL comprises of four classes; Minimax, Maximax, Pre-Reception and Reception.

For our youngest Dutch students who enrol before the age of four years; we offer Minimax and Maximax after which they transit into Groep 1.

We aim to be a centre of excellence that will provide every student the opportunity to access a well-rounded, holistic, child centred curriculum-based education that promotes 'Learning for life'.

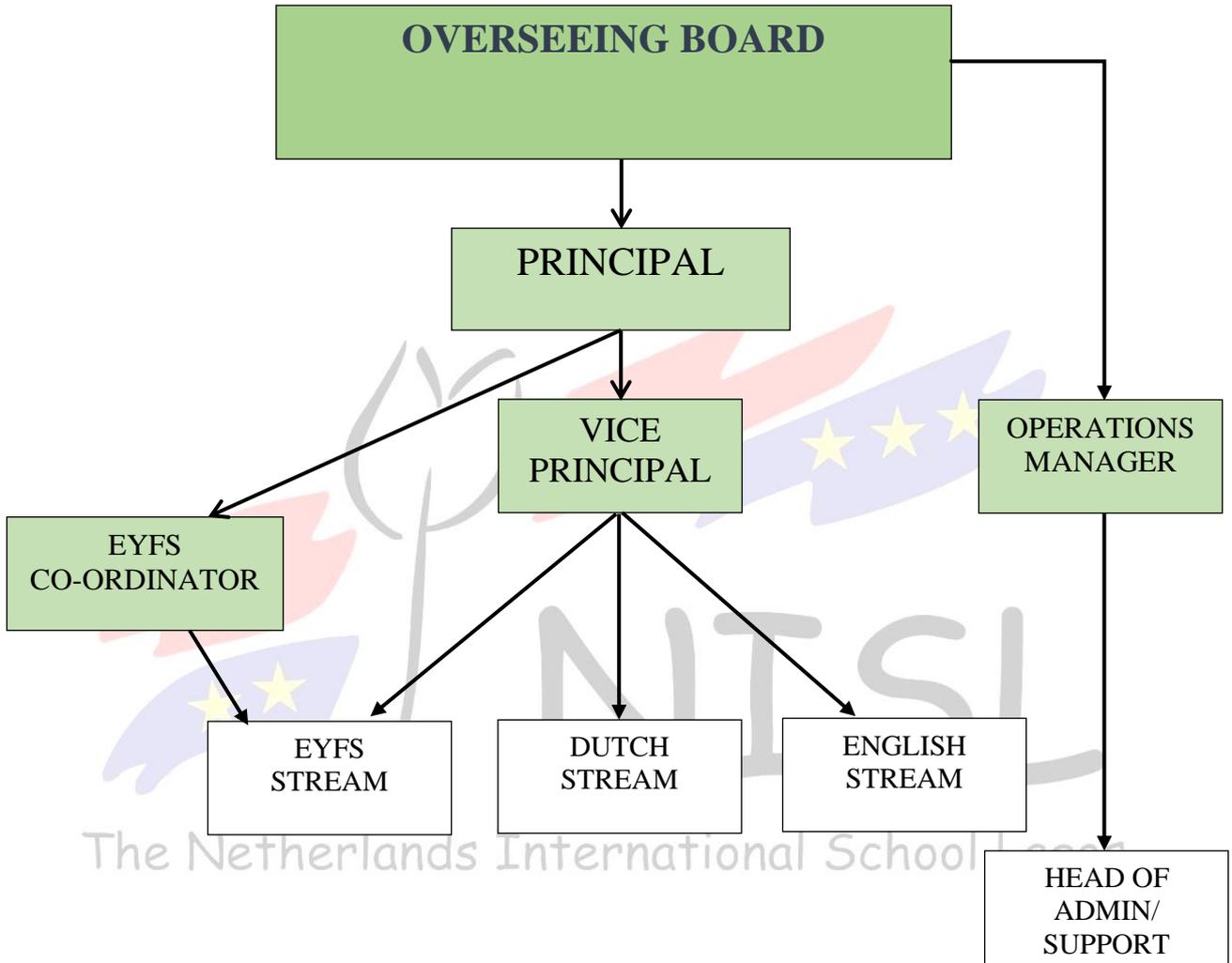
Our vision is to provide a safe, nurturing environment within which our students can flourish and achieve at the highest possible levels academically, physically, socially, morally and emotionally. We celebrate the successes and victories of our students, instilling pride in themselves, their school, their home country and their host country. NISL is a small, community school with just under 150 students. This means we are able to provide our students and parents with individual attention.

Every year brings new opportunities and insights and is indeed an exciting journey; we invite you to partner with us every step of the way.

Kind regards,

Mrs. Dipa Donald-Horsfall

ORGANOGRAM



Key: Management Team

NISL CONTACT DETAILS

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ETHOS AND VALUES

Introduction

NISL is a primary school based in the embassy district of Victoria Island, Lagos, guaranteeing therefore the utmost of security for your child. We currently teach near to 150 students (with space for 200 if we reach full capacity on this site).

Our students in the English Stream are grouped into classes according to their age (guidance for which is stipulated by the British Government – see page 15) and no class exceeds 20 students (unless at the discretion of the Governing Board and in line with the school's Admissions and Attendance Policy).

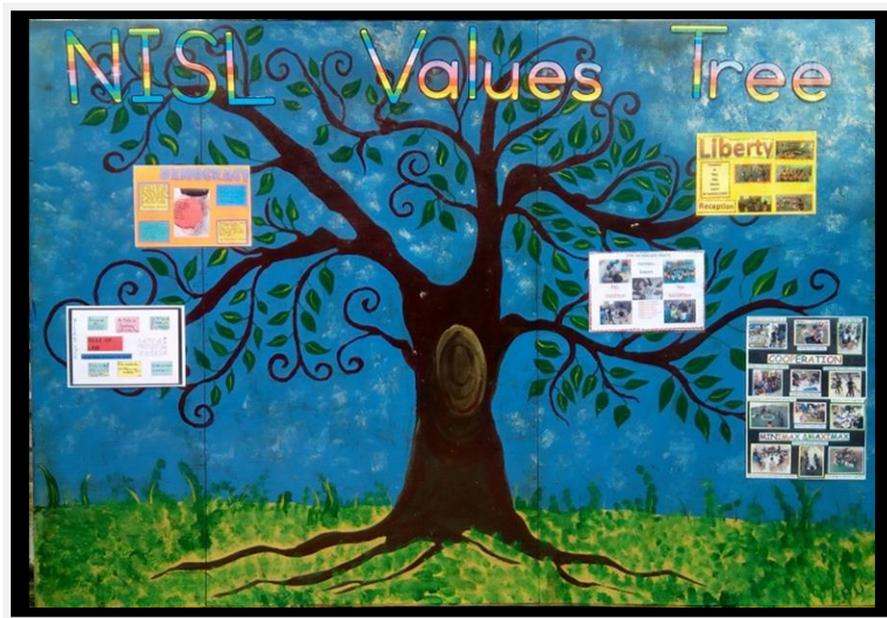
Our school ethos

Our school is a learning community where we want everyone - pupils, staff, parents and visitors - to feel welcome and to be valued, safe and ready for the work we share. We believe everyone is unique and has his/her own special talent, which can be developed in a calm, thoughtful and orderly school where there is fairness, understanding, clear rules and where the consequences of actions are accepted by all. We constantly promote the school slogan **'Learning for Life'** via lessons, displays, class discussions and assemblies. It is imperative to us that each child understands why he or she is learning something so that we are not just ticking off learning outcomes on a grid or overview. We aspire to give **purpose** to learning and encourage staff and parents likewise to reflect and discuss what they have learnt as adults within their time at NISL.

Our school values

In order to give life and energy to our school ethos and slogan, we believe it is important for all the adults involved in our school (staff, parents and colleagues) to be guided by and work within the spirit of these values, in order to encourage our students to do the same.

These values are our aims. We may achieve them to various degrees of success but are always inspired and driven by them. The NISL values were based on the eight worldwide recognised Personal Goals from the International Primary Curriculum but have now extended to twelve values in total. This is because we now incorporate what Ofsted refers to as 'British Values' which we researched to be reflective of those promoted in the Netherlands.



Our NISL values are:

Enquiry

We believe in developing enquiring minds through questioning, investigation and discussion. It is important to know we are free to ask questions and explore; free to think outside of the box.

Adaptability

We promote children's self-confidence to explore new ideas, strategies and roles as we expose them to a range of new situations and promote an understanding that change is constant.

Respect

We encourage respect for each other, others' views, cultures and traditions and promote responsibility for the community, living things and our environment. We promote whole school and community respect, ensuring that children understand respect does not only relate to age.

Resilience

We encourage learners to try their best and to persevere and overcome difficulties. They must know their own strengths, develop their targets and be aware of their learning styles. We aim to stimulate children's growth and desire to do well in all areas of learning.

Morality

We promote moral understanding using our school Golden Rules, praising positive behaviour through open discussions such as circle time sessions and assemblies. We display rewards and consequences for the students, so expectations are clear. We ask even our youngest children to reflect on incidents and consider the difference between right and wrong. We always treat each day as a new one and learn from our behaviours.

Communication

We believe in a learning community that is committed to communicating in a variety of ways with children, parents, staff and all stakeholders. We endeavour to give challenging and effective feedback to children to enhance and encourage responsibility for their own learning. We are transparent with parents about their children's progress and behaviour and are privileged enough to have open minded parents who are similarly transparent with us. We teach the children to communicate clearly, respectfully and with confidence.

Thoughtfulness

We want learners to think beyond their immediate environment and to become informed, independent, responsible global citizens. We encourage children to read each other's faces and be sensitive to each other's emotions. Hand in hand with thoughtfulness, we encourage empathy.

Cooperation

We view education as a partnership; between parents, teachers and children. As a learning community we acknowledge and promote cooperation and collaboration of all stakeholders, actively including parents in their child's education. Similarly, we plan cooperative lessons in the classroom and team events on the field. As we encourage 'Learning for Life', we remind children at every learning curve that they must be able to work with others.

Democracy

We role model the concept of democracy at school and within our decision-making processes; for example, within the staff team and Student Council. Students understand the importance of listening, voting, transparency and accepting the views of others.

Rule of Law

We set rules with the children and not just for the children. Students are encouraged to understand the purpose behind a rule and the consequences of not following one. We refer to a 'positive behaviour' policy rather than a 'behaviour' policy placing at all times the importance on positivity and reflection. Children understand that if they follow rules well when younger; they are more likely to be law abiding citizens when older.

Individual Liberty

We empower the students with a voice and a choice. We permit them to share their views in everyday interactions and also in terms of their learning; we encourage child led lessons. Despite hosting many traditional cultures within our diverse school; we aim to give our children opportunities to express themselves and be themselves.

Tolerance and Mutual Respect

We instill the ethos that no matter how sure we are of our own opinions; we must listen to others, learn from them and be mindful of their possibly different views. Though we talk about respect as a 'personal goal' and in terms of respecting property and the environment as well as individuals; here we focus more on our differing backgrounds, traditions, faiths and levels of spirituality. This tolerance and mutual respect we believe is fundamental in leading to the below term; ACCEPTANCE, which we feel umbrellas our twelve school values.

Acceptance

Our school aims to teach children that every member of every society should be treated with the above-mentioned personal values. We move, exist and learn in a small school with a large diversity. Hosting over thirty different cultural backgrounds, catering to special educational needs where possible and combining two different curricula, we are gaining a real taste of today's world; a truly international one. We accept each other's differences, listen to each other's views and yet feel able to enquire and ask questions. Our school aims to make a significant contribution to the acceptance of other cultures besides the Dutch culture, yet we insist on a 'touch of Dutch' at all times. We are firm believers of self-identity and knowing one's roots. Many of our students come from mixed race families learning to accept differences and diversity within their homes not only at school. At NISL we believe the world comes together to learn from each other; something a textbook cannot teach.

QUALITY CONTROL

Assessment

At NISL we aim to have a safe and friendly environment in which children can develop themselves to young adults with confidence, self-knowledge and respect. Children are taught to feel responsible for their own learning. Cognitive and social-emotional skills go hand in hand at our school.

The cognitive development we track with observations, teacher assessments and scheme assessments. In addition to that we use standardised assessments. Currently we use InCAS in the English Stream and CITO in the Dutch Stream. Standardised assessments give us an objective measuring with a UK/Netherlands benchmark. Results of those assessments are being used by class teachers to set individual targets for each student, as well as whole school to evaluate our teaching and act where needed.

Inspection

Both our Dutch and English Streams are being monitored by overseas inspection agencies. On the 7th of March 2016 the Dutch Stream was last inspected by the Dutch inspection. Inspections take place every 4 years. We are therefore looking forward to and working towards our Dutch Stream inspection, which is scheduled for school year 2020-2021. The last inspection report was generally positive and highlighted the pedagogical approach as a strong point. The inspection reports state teachers promote self confidence in students and encourage them to be responsible for their own learning.

The English Stream Ofsted inspection took place on 21-23 May 2018.

Inspection reports have been published on the school website.

Questionnaires

To evaluate our education, we also seek the opinion of the parent body.

Since April 2016 we have been sending out several questionnaires to all our parents, as well as teaching staff.

Questions fall into the following categories: school climate, teaching and learning, ICT, interaction and communication, buildings and surroundings, procedures and organisation, parental involvement, management, school choice.

Scores are given on a scale from 1 to 4 with 4 being the strongest. Final results are given per category on a score from 1 to 10 with 10 being the strongest.

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

Assessment Reform Group

“We all need people who will give us feedback. That's how we improve.”

Bill Gates

The results of the most recent questionnaires were as indicated below:

Parents			Staff		
Category			Category		
Year	17/18	18/19	Year	17/18	18/19
School climate	3.5	3.5	School climate	3.6	3.5
Teaching and learning	3.5	3.6	Teaching and learning	3.4	3.3
ICT	2.9	3.5	ICT	3.1	3.1
Interaction & communication	3.6	3.4	Interaction & communication	3.6	3.5
Building and surroundings	3.3	3.2	Building and surroundings	3.3	3.2
Procedures and organisation	3.4	3.4	Procedures and organisation	3.4	3.3
Parental involvement	3.7	3.1	Working conditions	3.3	3.2
Management	3.8	3.5	Management	3.7	3.2
School choice	3.7	3.7	SEN	3.3	3.2
Final	8.2	8.2	Final	8.1	8.2

Last academic session, due to distance learning and the COVID challenges, we offered each Parent a reflection report giving us personalised feedback across the school.

This school year we intend to carry out a more generic questionnaire based on the above categories to assess if standards have further improved. This will also help us to identify target areas. Home school partnership is valued at NISL.

Staff will be offered a questionnaire linked more to social emotional welfare and how they have felt throughout the recent challenges/distance learning. Understanding our Team members and supporting them through this period is a priority.

Results of both Parent and Staff questionnaires will be shared in February 2021 via the school website and in next year's school Prospectus.

OUR ETHOS AS REGARDS RELIGION AND SPIRITUALITY

NISL is not a faith-based school and does not timetable Religious Education as a separate subject.

Rather; we educate our students about all religions, the acceptance of those without faith and those who believe in the theory of evolution.

For us; from our younger years and in all classes, spirituality and one's personal beliefs on it are celebrated and discussed. Religion is not a taboo word here at NISL. We are extremely diverse in our backgrounds and cultures and therefore we embrace religion, culture, traditions and spirituality in our everyday learning. Religion is covered as an 'embedded subject' rather than as a timetabled subject.

We share information with each other about our backgrounds through assemblies, PSHE lessons, educating the students with SMSC (spiritual, moral, social, cultural) examples, circle time, library sessions, our international display board and our annual international day celebrations.

On different occasions we have welcomed parents in to share with a class a presentation, story or craft-based lesson pertaining to their particular faith. We encourage their child to also partake and explain for example the symbolism or reason behind something the parent helper is sharing.

Within our host country we acknowledge certain traditions and appreciate that two predominant religions (Islam and Christianity) are practiced.

Our focus at all times when imparting information as regards religion and spirituality is;

- Understanding we place equal value on all religions and non-religions
- Ensuring that teaching and learning about this subject is embedded, constant and even spontaneous
- Incorporating the value of tolerance and mutual respect

The Netherlands International School Lagos



COMMUNITY RELATIONS

Relations with other schools in Nigeria

NISL is in regular contact with some of the other International/British schools in Lagos for both educational matters and safety. We look at schools that have a similar fee structure, educational expectations, diverse student population and accreditations. Building relations could be as simple as visiting each other's productions, coming together for competitive events or even sharing premises for secondary school preparations and examinations. We are looking at strengthening our partnerships with schools to bring in UK consultants to further train staff.

Relations with other schools abroad

Occasionally we are in contact with schools abroad. This can be related to the curricula we use or in sharing information on new or leaving students. Now that we are an established full Primary in the English Stream, we are networking well with Secondary schools as per their expectations and offers.

Dutch embassy

We have a close relation with the Dutch embassy that is located across from the school on Walter Carrington Crescent 14. The school is on embassy grounds and multiple times a year we invite embassy officials over to join us in celebrations. The embassy also provides us with security updates if and when needed.

AISEN

Our school is a member of AISEN (The Association of International School Educators of Nigeria). AISEN is an association of International Schools' principals in Nigeria. It provides a forum through which members access training, advice and practical assistance where required. The networking opportunities enable us to share, help and support. As part of their activities AISEN organises termly academic and non-academic, sporting and cultural events for pupils of member schools to participate in.

Stichting NOB

We are in frequent contact with Stichting NOB. They offer several services we use such as advice on education, training, finance, management and assistance with recruitment. Our teachers in the Dutch Stream are offered an annual summer course, organised by Stichting NOB in the Netherlands.

Assessment agencies

In both Streams we use standardised assessments. In the English Stream we use InCAS and PIPS, in the Dutch Stream we use Cito. They provide us with results and analyses on pupil, class and whole school level. Both agencies advise us on which assessments to use, whether we need to update our assessment packs and how we can use the analyses to improve our education.

School suppliers

We are closely working with two main suppliers of school materials; Hope in the UK and Heutink in the Netherlands. We place yearly orders with them to update the materials and equipment we use in our school.

ENROLMENT AND ADMISSIONS

At NISL we operate with a one form entry class set up. We follow the Dutch Curriculum and the National Curriculum of England in its entirety, whilst recognising the culture of our host country and our international student population. The maximum class size is 20 students, although from time to time the Governing Body may temporarily increase the intake to accommodate students. This is at their discretion but in line with our policy, concerning Dutch students and sponsoring companies.

The groups in Dutch and English Stream are as follows:

Dutch Stream

Groep 1/2/3

Groep 4/5/6

English Stream

Early Years Foundation Stage (20 months - 5 years old). At NISL we incorporate our Nursery classes which have an intake of 20-month olds to 3-year old students. Students can be admitted into our Pre-Reception class if they have reached the age of 3 on or before 31st August on the year of entry. Students can be admitted into our Reception class if they have reached the age of 4 on or before 31st August on the year of entry.

Key Stage One - This comprises of Years 1 and 2 (5 - 7 years old).

Upper and Lower Key Stage Two - This comprises of Years 3 - 6 (7 - 11 years old).

All students must go through an 'admissions procedure' before enrolling with NISL. Many of you may well be receiving this prospectus as part of a welcome pack and will already have gone through the admissions procedure.

Admissions Procedure at NISL

Prospective family has a 'pre-visit' tour of classes/facilities

Prospective family registers interest in the school (Naira payment)

Prospective family produces prior school reports and administrative documentation

Prospective student returns on given date for assessment

Prospective student returns for a taster hour/morning/day (depending on age)

Prospective family receives feedback as to whether admission has been granted

Prospective family emails acceptance of the offer for admission

Prospective family receives an invoice from the Admissions Officer

Prospective family, with the school, ascertain a start date

Prospective family pays non-refundable admission fee/fees (Euro/Naira payment)

Age guidance for classes/year groups within NISL

Class	Age in years: (on or before August 31)
Minimax	20 months - 2 years 6 months
Maximax	2 years 6 months - 3 years
Pre-Reception	3 - 4 years
Reception	4 - 5 years
Year 1	5 - 6 years
Year 2	6 - 7 years
Year 3	7 - 8 years
Year 4	8 - 9 years
Year 5	9 - 10 years
Year 6	10 - 11 years

If new students have had a delayed educational start, they may be put into a lower year group than their age indicates. For instance, a 5-year-old may be placed in Reception if the assessment indicates a need for this (according to our SEN school policy provision as regards differentiation). This is often not a reflection on ability but may more have to do with exposure; for example, they may have been exposed to a different learning style or curriculum when coming from another country.

No new students will be placed in a year group higher than their age indicates no matter how able (according to our SEN school policy provision as regards gifted and talented).

The Netherlands International School Lagos

FACILITIES AND STAFF

Facilities

Our spacious secure green grounds consist of two main buildings which were traditionally used by the Dutch embassy to house their staff. In recent years an additional 6 classrooms have been constructed, resulting in a total of 10 classrooms.

We also offer other facilities such as:

- 2 playgrounds with modern play equipment
- Grassy football field
- Cosy child friendly library
- Large multipurpose gymnasium/hall
- Language classrooms
- Art room
- Educational support room
- Staffroom
- Offices including Main Office, Management Office and Principal Office



Staff

The good relationships between staff and students, and among the students themselves, are a notable feature of NISL and are part of its strength. Children and parents are often personally welcomed by the Principal and staff in the morning and the care that the staff devotes to the well-being of their students is appreciated by both the students and the parents in letters and questionnaire responses.

Title	First Name	Last Name	Subject/ Year	Main Other Responsibility	Email Address
MANAGEMENT TEAM					
Mrs	Dipa	Donald-Horsfall		Principal	dipa.donaldhorsfall@nislagos.org
Mr	Frits	van der Ree	Supporting DS	Vice Principal/ SENCo	frits.vanderree@nislagos.org
Mrs	Lola	Owolabi	Reception	EYFS Coordinator	lola.owolabi@nislagos.org
Mrs	Emma	Elegbe	N/A	Operations Manager	emma.elegbe@nislagos.org
CLASS TEACHERS					
Mrs	Ashling	Micheletti	Minimax		ashling.micheletti@nislagos.org
Miss	Nwanne	Asobo	Maximax		nwanne.asobo@nislagos.org
Mrs	Kanchan	Laungani	Pre-Reception		kanchan.laungani@nislagos.org
Mrs	Lola	Owolabi	Reception	EYFS Coordinator & Designated Safeguarding Lead	lola.owolabi@nislagos.org
Mrs	Claske	Lekala	Groep 1/2/3	IPC Coordinator & Designated Safeguarding Lead	claske.lekala@nislagos.org
Mrs	Gina	Smith	Year 1		gina.smith@nislagos.org
Mr	Omon	Ojeiku	Year 2		omogbai.ojeiku@nislagos.org
Mrs	Norma	Napier	Year 3		norma.napier@nislagos.org
Miss	Yvonne	Ojeiku	Year 4	ASA Coordinator	yvonne.ojeiku@nislagos.org
Mrs	Stefanie	Bas	Groep 4/5/6	Designated Safeguarding Lead	stefanie.bas@nislagos.org
Mrs	Maya	Suvarna	Year 5/6		maya.suvarna@nislagos.org
SPECIALIST TEACHERS					
Miss	Emike	Dania	PE		emike.dania@nislagos.org
Mrs	Ritu	Joshi	Art/English for DS		ritu.joshi@nislagos.org
Mrs	Oana	Ionescu	Music		oana.ionescu@nislagos.org
Mrs	Agnes	Arribe	French for ES		agnes.arribe@nislagos.org
Mr	Joshua	Lawrence	Performing Arts		joshua.lawrence@nislagos.org

SUPPORTING TEACHERS/SUPPLY					
Mrs	Danitsa	Hoffman	DS Support		danitsa.hoffman@nislagos.org
Mrs	Kellie	Haayer	ES Support		kellie.haayer@nislagos.org
TEACHING ASSISTANTS					
Mrs	Florence	Omonira	Minimax		florence.omonira@nislagos.org
Mrs	Roselyn	Awolowo	Maximax		roselyn.awolowo@nislagos.org
Mrs	Zainab	Saliu	Maximax		zainab.saliu@nislagos.org
Mrs	Benedicta	Amu	Pre-Rec.		benedicta.nwanze@nislagos.org
Mrs	Adanna	Adenekan	Reception		adanna.adenekan@nislagos.org
Miss	Esther	Olayinka	Year 1		esther.olayinka@nislagos.org
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Miss	Teniola	Adebayo	Year 3		teniola.adebayo@nislagos.org
Mrs	Gloria	Ibekwe	Year 4		gloria.ibekwe@nislagos.org
Mrs	Diyana	Omar	Year 5		diyana.omar@nislagos.org
Mr	Dayo	Arikpo	Year 6		dayo.arikpo@nislagos.org
OPERATIONS TEAM					
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Mr	Tope	Salami	N/A	IT Technician	nislict@nislagos.org
Miss	Alice	Owolabi	N/A	Finance	billing@nislagos.org
SUPPORT TEAM					
Miss	Beatrice	Kakpo	Minimax Assistant	Cleaning	
Mrs	Glory	Nwachi	Minimax Assistant	Kitchen/Cleaning	
Mrs	Dorathy	Ofurum	N/A	Kitchen	
Miss	Grace	Saturday	Maximax Assistant	Cleaning	
Mrs	Bella	Okon-Bradford	Pre-Rec Assistant	Cleaning	
Mrs	Meg	Ekhator	Reception Assistant	Cleaning	
Mr	Dan	Waziri	N/A	Maintenance	
Mr	Paul	Christopher	N/A	Maintenance	
Mr	Isaiah	Olukosi	N/A	Gardening	
Mr	Daniel	Inedu	N/A	Gardening	
Mr	Sunday	Effiong	N/A	Gardening	
Mr	John	Amodu	N/A	Grounds Man	

CURRICULUM – WHAT WE OFFER

Early Years Foundation Stage (Minimax to Reception) – The UK EYFS Framework
The English Stream (Years 1-6) – The National Curriculum of England
The Dutch Stream (Groep 1-6) – The Dutch Curriculum

Dutch Stream

Groep 1-2

In Groep 1 and 2 we lay the foundation for further learning. We use the themes from the IEYC curriculum and also plan literacy and math activities to fit in that theme. Activities are mainly child-centered and play-based.

In literacy we cover listening, speaking, sounds and pre-writing. We put a big emphasis on developing the child's vocabulary. In Groep 2 we prepare the children to learn to read by making them familiar with sounds and improving their auditory skills by segmenting and blending.

In mathematics we cover counting and numbers, measuring and weighing, space and shape and time.

In Groep 1 and 2 we use observations, KIJK and CPS to track pupils' progress.

Groep 3

In Groep 3 the children are systematically being taught how to read and write. The reading and writing scheme we use in this year group are linked. Each time the children learn to read a letter, they learn how to write it simultaneously. Focus areas in literacy are listening, speaking, reading, writing, spelling, vocabulary and comprehension. In mathematics the students build on their number knowledge and now learn to add and subtract. In Groep 3 we use observation, scheme assessments and CITO to track pupils' progress.

Groep 4-6

In Groep 4, 5 and 6 we build onto and extend earlier acquired knowledge. Where in Groep 3 the focus was more on learning how to read by using phonics, from Groep 4 onwards we focus more and more on reading and comprehension. We read and write a variety of texts and start learning all the spelling and grammar rules of the Dutch language. In Groep 6 we replace the phonics lessons with more in depth reading where we focus on using study texts, tables and graphs, maps and different sources we use to get information. In mathematics the areas taught include addition and subtraction, multiplication and division, time, fractions, measuring, shape, money, tables and graphs, percentages and problem solving. From Groep 4 onwards children receive their own tablet. We use the textbooks that come with our schemes for learning input, while exercises are often done via Snappet. Snappet is an online tool for spelling, literacy and mathematics. Children receive constant feedback, progress is monitored closely, and children are working in an adaptive way. In Groep 4-6 we use observations, scheme assessments, Snappet and CITO to track pupils' progress.

English for the Dutch Stream

The English language plays an important role within the NISL Dutch Stream. Children are exposed to English inside and outside the school. Groep 1 and 2 receive an English lesson 3 times a week for 30 minutes. Groep 3-6 have English 2 times a week for 45 to 60 minutes. The Cambridge Primary as a Second Language is used as a primary resource for Groep 1 up to 6. The curriculum is presented in five (5) content areas or 'strands'. The learning outcomes in each strand for each successive stage are defined in terms of what learners should be able to do in English. The five strands are: Reading, Writing, Use of English, Listening and Speaking.

The three main goals of English lessons at NISL are:

- Children are able to communicate in English and express themselves confidently in everyday situations. The children in our nursery and pre-reception are exposed to English on a daily basis through the presence of English-speaking teachers.
- Children are able to understand English through listening and reading
- Children are able to express themselves in English in a variety of situations and in an understandable way, orally as well as in writing.

The focus in Groep 1 and 2 is mainly on listening and speaking and expanding the vocabulary through stories, rhymes and songs. From Groep 3 onwards the focus is more on phonic development and listening, reading and writing skills. Progress is assessed by continuous observation and from Groep 4 onwards through INCAS (Interactive Computerised Assessment System).



Early Years Foundation Stage

Early Years Foundation Stage (EYFS) is a unit within the Netherlands International School Lagos. It comprises of four classes (Minimax, Maximax, Pre-Reception and Reception) with four teachers and nine full time classroom assistants. There is a maximum of 20 children in each class. The classes, of mixed ability, are arranged according to either group or individual needs, to develop and maintain the areas of child development in the Early Years Foundation Stage Framework.

The Early Years Foundation Stage Framework consists of seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Physical Development
- Mathematics
- Expressive Arts and Design
- Understanding the World

We provide activities to encourage children to flourish and learn through exploration in all seven areas. The seven areas of learning are interwoven into the areas of play in each classroom.

Minimax and Maximax

Minimax and Maximax nursery is an exciting starting point for children and their families to experience connection and learning through play. They offer a fun, safe and stimulating environment for children, their families and communities to bring out the best for the children's wellbeing and development, regardless of socio-economic and cultural factors. The teacher, teaching assistant and class assistant are responsible for the daily supervision of the children.

These first years are important for the future development of our children. At pre-school age it is very important to learn through play. One way of doing this is to stimulate the children by giving them fascinating, challenging materials to explore and to experiment with. Through this, children learn about the world around them. We give children different opportunities to learn, by stimulating all developmental areas. One of our priorities in class is social/emotional development. Learning to share materials, making own choices, expressing yourself and enjoying being part of school. Minimax and Maximax is based on the Early Years Foundation Stage Framework and a light touch of Montessori approach, which means we encourage learning through play, participating and involving in daily routines, including setting the table for snacks, tidying up and taking care of their own belongings.

Meanwhile, your child will also be learning a range of valuable new skills, such as:

- Potty training
- Sharing toys
- A respectful approach towards friends, teachers and assistants.
- Participating in storytelling, music and movement activities
- Experimenting with a broad assortment of arts and crafts
- Improving problem-solving abilities
- Learning to be independent and self-confident/self-control
- Experiencing English in a natural environment

At Minimax and Maximax, we also use IEYC curriculum and the units changes every 3 – 5 weeks, such as: This is me, Ocean Treasures, The World around us, To the Rescue etc.

The teachers strive to create an exciting learning program for your child. Children will get the opportunity to sing, dance and perform in front of a group of parents but since we always aim to focus on the personal development of each child, children are never forced to join an activity or performance.

Communication

At this stage of life, it is very important that teachers and parents and caretakers communicate as much as possible. We prefer daily contact with parents or caretakers to share all necessary information about your child, at drop off or pick up. Small changes or events might have a huge impact on the behaviour of a child.

Health and Safety

It is the responsibility of the parents and teachers to keep all children safe and healthy. In case of illness, we ask parents to inform the teacher of any absence, and the type of illness. It is the responsibility of the teacher to inform other parents if a child is diagnosed with a contagious disease (e.g. chicken pox, diarrhea). In case of fever, children are not allowed to join any of the EYFS classes. We advise parents to keep their child home for at least 1 extra day after having recovered from a fever.

Day Care

Minimax, Maximax and Pre-Reception offer a Day Care facility, which runs from 12:00pm-14:25pm. Please contact the School Office for invoicing and other relevant information.

During this time the children eat their lunch (provided by parents) in their classroom, whilst the Minimax classroom is prepared for an afternoon nap, at 12:45. Day Care does not run during the first and last week of the term.



Pre-Reception

We have also incorporated units of the International Early Years Curriculum (IEYC) for Pre-Reception. Each unit or theme takes between four or five weeks and covers activities like language, math, creativity, music and movement. Social and emotional skills also play an important role within the IEYC.

We give the children many opportunities for developing early literacy such as listening, speaking and vocabulary. Children are learning to use language skills in different situations. They are exploring the world around them by using books, listening to rhymes and songs. Different opportunities are created for children to tell their own stories and to learn to use simple symbols to express themselves. To encourage their interest in books we visit the library once a week.

During the day a lot of activities have a focus on math related education, like: learning colours and shapes, counting, recognizing numbers and sorting different objects. These activities are given in a playful atmosphere. We are using educational materials specifically developed for language and math in Pre-Reception.

At this stage of life, it is very important that teachers and parents and caretakers communicate as much as possible. We prefer daily contact with parents or caretakers to share all necessary information about your child, at drop off or pick up. Small changes or events might have a huge impact on the behavior of a child.

The children are assessed through observations and talks with the teachers. The observations are recorded twice a year on an observation list.

- Pre-Reception is the 'educational' stage after Minimax and Maximax and is part of the English Stream. The transition from Maximax to Reception is always in cooperation with the EYFS Leader and the School Principal (and only possible if there is no waiting list for Pre-Reception). With our dynamic team of teachers, children will experience a stimulating environment.
- We provide the basis for further education in the Dutch or English stream suitable for your child's need.
- Pre-Reception very much serves as a 'bridge' between our two nursery classes and statutory education (albeit in the UK or the Netherlands).

After School Activities for Pre-Reception

These are offered from Monday to Thursday and over areas such as arts and crafts, music and movement, French or board games. These sessions include a lunch and play period first and are optional (added costs can be discussed with the School Office Manager).



Reception Class

The younger students of our English Stream follow the Early Years Foundation Stage Framework and are taught the essential learning blocks to make their Primary Education (as of Year 1) a success. Literacy or CLL (Communicating, Language and Literacy) covers the four areas, of language acquisition, which are; speaking and listening, linking sounds and letters (phonics), reading and writing.

To support children's learning of letter sounds we use the 'Jolly Phonics Program'. This scheme introduces letter sounds using stories, actions and pictures that help children to link letters to the sounds of the English language and supports both their reading and writing development. As well as learning to link letters to sounds to support their reading, children will also learn to read using the Oxford Reading Tree Scheme. All the stories in this scheme are based around a typical family, which the children relate to very well. The children will be encouraged to learn the character's names and talk about and answer questions related to settings, plots and characters.

Children will begin to write as they develop the skills to do so and we use the 'Penpals Handwriting' scheme. Children will be encouraged to write their weekend news and through our various IEYC topics they will also be encouraged to write for a range of real-life purposes. In Numeracy children will learn through a range of practical activities and everyday situations about; numbers as labels and for counting, calculating, shape, space and measures.

We use practical resources, interactive Math challenges on the computer and (to consolidate) by term 2; simple ability appropriate workbooks.

Assessment is mostly based on teacher's observations, but Reception children will also be assessed through PIPS (Performance Indicators in Primary Schools) designed to monitor the progress of pupils. It consists of a Baseline assessment at the start of the school year and a follow-up assessment in June, to indicate progress. More information about the curriculum Early Years Foundation Stage is available on: <http://curriculum.qcda.gov.uk/index.aspx>

Admission policy for EYFS – see above page 14/15 for further information

Minimax

Children are welcome to join Minimax when they turn 20 months. In case there is a waiting list, your child will be placed according to the date of registration. Siblings of NISL/Maximax and Dutch nationalities have priority for admission at Minimax. When your child starts at NISL, parents will receive an enrolment form and a liability form, which has to be filled completely and signed by both parents.

Maximax, Pre-Reception and Reception

The transition from Minimax to any of our early years classes is always in cooperation with the EYFS leader and the school principal, and only possible if there is no waiting list for Maximax.

Children who are going to follow the Dutch stream at NISL, are welcome as soon as they have had their third birthday.

Children who are going to the English stream at NISL, have to be respectively three, four or five years old before the first of September to attend at the beginning of the school year.

The English Stream (Years 1-6)

CORE	IPC	Embedded	Specialist
<ul style="list-style-type: none"> English/Literacy Mathematics/ Numeracy 	<ul style="list-style-type: none"> Geography History Technology Science Society International 	<ul style="list-style-type: none"> ICT PSHE SMSC RE (Via the IPC Personal Goals, Values and other means)	<ul style="list-style-type: none"> French Physical Education Performing Arts Music Art
<p>Individual Education Plans will address <u>priority</u> individual needs and adjust curriculum balance to meet individual needs. We believe that a timetable is a guide to learning; that lessons should be child led and child centred. We focus on differentiating our teaching to different abilities and learning styles of the students within each cohort.</p>			

Years 1-6 of the English Stream at NISL follow the National Curriculum of England primarily for core subjects; Literacy and Numeracy. Our teachers provide a natural progression through the six years of primary education as well as differentiation within the year groups to meet varying abilities/learning styles. We promote an enquiry-based approach to learning to develop thinking skills and encourage intellectual engagement. Our curriculum aims to enable learners to communicate confidently and effectively and to develop critical skills in order to respond to a range of information, media and texts with enjoyment and understanding.

The English Stream, as per UK guidelines, is divided into Key Stages;

- Key Stage 1 (KS1) comprising of Years 1 and 2
- Lower Key Stage 2 (LKS2) comprising of Years 3 and 4
- Upper Key Stage 2 (UKS2) comprising of Years 5 and 6

Year 1 - Core subject focus

Building on the number recognition skills and knowledge of basic operations that children have learned in Reception, Year 1 maths encourages children to think more about why they get the answers they do and be able to explain calculations and methods. Through the 'Collins Maths' scheme and a wide variety of classroom resources, children will continue to learn about shapes, as well as start learning to tell time, use money, work with weights and measures, practise estimation and count in sequences using a number line.

Children will continue learning to read and write more complex sentences, as well as spelling new words to increase their vocabulary as the 'Jolly Phonics Programme' is completed. In Year 1, children will then develop their reading and writing using 'Jolly Grammar' and 'Collins Primary Literacy'. 'Penpals Handwriting' focuses on letter formation and correct pencil grip. The children will continue to progress through the 'Oxford Reading Tree Scheme' and they will also be introduced to the 'Big Cats' reading scheme. They will be given the opportunity to access a range of texts in class as well as through the library.

Year 2 - Core subject focus

Pupils in Year 2 will continue to learn maths from the perspective of real-life situations, through the 'Collins Primary Maths' scheme, so they understand the concepts and can explain the answers they get. In maths they will be counting all the way up to 100, learning the basics of multiplication and division (2, 5 and 10-times tables), and they will start to work with fractions in halves and quarters.

In Year 2, children will learn more high-frequency words and work further in phonics, and start to use joined-up handwriting. Grammar and punctuation including tenses, commas and

question marks will be taught through the *'Collins Primary Literacy'*, and they will further develop listening and speaking skills through a variety of group activities.

Year 3 - Core subject focus

Continuing with the *'Collins Maths'* scheme, children will be encouraged to calculate sums in their head – also known as mental maths. They will expand on the concepts of multiplication, division and fractions that they began in Year 2, and start on basic geometry. Year 3 maths includes calculating time intervals, reading a digital clock, and converting measurements. There is a big focus on learning multiplication facts and instant recall from the onset of Year 3.

Students will have had a good grounding in phonics, recognising high-frequency words and reading long texts. They will continue to build on these skills, through *'Collins Primary Literacy'* by reading new words on their own and understanding the parts of a story (plot, characters, themes).

Year 4 - Core subject focus

Students will become more comfortable working out sums in their head (mental maths), and know their times tables up to number 10. They will work with three-digit numbers, using partitioning to add and subtract. They will use a calculator, learn to read a compass, start to understand angles and symmetry, and work more with decimals.

Reading in Year 4 consists of broadening the students' interests to include different kinds of books, poetry and stories. They will learn new words, and also read to themselves more and understand how to interpret text.

Children will learn to have a good understanding of spelling, grammar and punctuation, and they'll use this in class to learn how to write well. They will write both fiction and non-fiction and will need to show clear and neat handwriting.

Year 5 - Core subject focus

Pupils will become more proficient at using mental maths methods and will be able to apply these to multi-step problems. Pupils will also be able to quickly recall all the times tables up to number 12. They will work with three/four-digit numbers, choosing the most appropriate method to add and subtract and will use factors to multiply and divide. They will use a calculator to check answers, learn to compare fractions, decimals and percentages, explore and explain the properties of 2D and 3D shapes, and use line graphs with increasing accuracy.

Reading in Year 5 consists of broadening the students' interests to include different kinds of books, poetry and stories. They will read independently and be able to talk confidently about a range of fiction and non-fiction texts. Children will continue to develop spelling, grammar and punctuation to a higher level, and they will use this in class to write in a range of styles including persuasive, myths, classical stories, poetry and film script.

Children will also become confident speakers and performers using role-play, debates, interviews and poetry.

Year 6 - Core subject focus

This is very much seen as an extension, consolidation and preparation year. We look at every child as an individual but consider at all times international standards, knowing that many of our diverse community will travel abroad for Secondary education. We extend their personal potential, consolidate Key Stage Two learning and prepare them for examinations and future schools.

The International Primary Curriculum (IPC)

We very much promote thematic teaching which means that our students meet all learning objectives related to the below listed subjects in a topic-based fashion.

- Geography
- History
- Technology
- Science
- Society
- International

We call this 'Learning for Life' and proudly integrate the International Primary Curriculum into our weekly timetable. On average (across the EYFS, DS and ES) we cover a minimum of 6 hours of IPC per week. The IPC is used vastly internationally (approximately in 70 percent of schools using the UK National Curriculum alongside it) and is a Shell School requirement internationally.

We subscribe to an annual membership with Fieldwork/IPC and are provided therefore with up to date changes and units of work. There is therefore a guarantee that learning objectives being covered match up with those stipulated in the National Curriculum Programs of Study. IPC lessons are taught in a cross curricular fashion where learning objectives are highlighted as part of a unit of work. For the younger years this could be just two weeks long and for older students it could stretch up to even ten weeks ensuring depth as well as breadth.

The IPC works on a two-year rolling program, meaning pairs of year groups can work together on learning objectives. These Mileposts are reflective of the Key Stages described above (i.e. Pre-Reception/Reception, Years 1 and 2 work hand in hand, Years 3 and 4 and later Years 5 and 6). Our Dutch Stream students work with those of the English Stream and follow similar lesson plans. IPC with our Dutch Stream commences in Groep 1.

Due to teaching taking place over a two-year cycle; assessments pertaining to the IPC similarly cover a two-year period (within a Milepost). Students are encouraged to 'self-assess' as well as their teacher assessment being recorded. Assessments take place; 12 per subject, over a Milepost and carry a child through three stages; B (beginning), D (developing) and M (mastering).

Milepost 1 routing

2019/20
Brainwave
Who am I?
Sinter/Christmas
I'm Alive
Push me Pull you
From A to B

2020/21
What's it made of?
Let's Celebrate
Sinter/Christmas
Our World
Super Humans
We are What we Eat

Milepost 2 routing

2019/20
Brainwave
Saving the World
Sinter/Christmas
Inventions that changed the world
Bright Sparks
Do you live around here?

2020/21
Footprints from the Past
Gateways to the World
Sinter/Christmas
How Humans work
Time & Place, Earth & Space
Chocolate

Milepost 3 routing

2019/20
Brainwave
Express Yourself
Sinter/Christmas
Look Hear
Time Tunnel
Weather and Climate

2020/21
Making Things Go
Existing, Endangered, Extinct
Sinter/Christmas
Full Power
The Holiday Show
AD 900
Growing Up

French in the English Stream

The French language has an important role within the NISL English Stream. Lessons are delivered to Maximax students (2 half hour lessons per week) right through to our Year 6 students (2-hour lessons per week). During the academic year we follow the method ZIG ZAG, house of edition CLE International. We also use 'Francais Précoce' on the Internet. The three main goals of French lessons at NISL are:

- Children are able to communicate in French and express themselves confidently in everyday situations.
- Children are able to understand French through listening and reading.
- Children are able to express themselves in French in a variety of situations in an understandable way orally as well as in writing.

The focus in Maximax and Pre-Reception is 'exposure' and by reception/Year 1 it is mainly speaking and listening and expanding vocabulary through stories/songs. From Year 2 upwards; the focus is more on phonic development, listening, reading and writing skills. Progress is assessed by continual observation.

Physical Education (PE)

This area of the curriculum is offered twice a week within the timetable and to all age groups. Our long-established Coach is familiar with expectations of both the Dutch and UK curricula. Teaching Assistants supervise and support when classes exceed 12 students. Our PE lessons are taught to children from both streams at the same time (e.g. – Year 2 and Groep 3 would attend the same lesson). The focus over the year covers gymnastics, ball skills, athletics and sports day preparation.

Performing Arts

Performing Arts at NISL links well to the speaking and listening strand of the Literacy Framework from the UK. Students work on role play, moviemaking, theatrics, voice projection and mime. These lessons are also used to consolidate preparations towards large school events such as the Christmas and End of Year Productions.

Music

Weekly music lessons are offered to Reception and Groep 2 upwards. The children focus not only on playing musical instruments but also on the history of music, study of eras and various biographies of musicians. Singing is also a focal point of these lessons.

Art

All students of NISL visit our Art Room weekly and enjoy units of work that are progressive through the year groups. Students explore a range of materials, tools and techniques and work towards their own potential and masterpieces. No one's work is deemed correct or incorrect; we give the freedom of expression in our art lessons as well as teaching theory and the history of art where applicable.

Embedded Subjects

ICT (Information and Communication Technology), PSHE (Personal, Social and Health Education), SMSC (Spiritual, Moral, Social and Cultural) and RE (Religious Education) are sometimes timetabled where a class teacher feels it appropriate but in most instances is taught in what we call an embedded, non-contrived manner. We make natural links, for example constructing bar graphs in Numeracy or Newspaper/column reports in Literacy on laptops or tablets. Due to the diverse nature of our school, 'spiritual' based lessons and international mindedness is promoted in and out of the classroom.

SCHOOL HOURS AT NISL

Class	Days	Time
Minimax	Mon – Fri	7.45 – 12pm Flexibility with drop off
Maximax	Mon – Fri	7.45 – 12pm Flexibility with drop off
Pre – Reception	Mon – Fri	7.45 – 12pm
Reception	Mon – Thurs Fri	7.45 – 2.30pm 7.45 – 12.30pm
Year 1	Mon – Thurs Fri	7.45 – 2.30pm 7.45 – 12.30pm
Year 2	Mon – Thurs Fri	7.45 – 2.30pm 7.45 – 12.30pm
Year 3	Mon – Thurs Fri	7.45 – 2.30pm 7.45 – 12.30pm
Year 4	Mon – Thurs Fri	7.45 – 2.30pm 7.45 – 12.30pm
Year 5/6	Mon – Thurs Fri	7.45 – 2.30pm 7.45 – 12.30pm

**** Parents picking up younger siblings from Minimax/Maximax/Pre-Reception
on a Friday, may pick up at 12.20pm to synchronise pick up times ***

ASSESSMENT

At the Netherlands International School Lagos, we closely monitor student's progress. We do this in order to provide the best possible opportunities and highest level of support for all children.

We want all children to make excellent progress in their learning, taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work,
- to help our children understand what the next steps in their learning will be,
- to allow teachers to plan lessons according to the needs of their students,
- to provide information to parents, that enables them to support their child's learning at home,
- to allow us to benchmark our children's achievements against other schools in the UK and the Netherlands.

Early Years Foundation Stage

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute, and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. At the start of Reception children take a PIPS baseline assessment. At the end of the Reception year a follow up assessment will be taken to see their progress and readiness for Year 1. Once a year for Minimax and Maximax and twice a year for Pre-Reception and Reception, parents are invited to attend a parent conference to discuss the written reports.

Key Stage 1 and 2

Formative assessment continues to be a big part of assessing children. The methods of formative assessment we use include questioning, marking pupil's work and observational assessment. In addition to this, teachers use scheme assessments. We will be following children's progress with Target Tracker in which we can do both formative and summative assessment. Twice a year all children take the computerised InCAS assessment which provides us with standardised scores to benchmark our children on reading, spelling, math and developed ability. Twice a year, students receive a written report and three times a year parents are invited to attend a parent conference to discuss their child's progress.

Dutch stream

Assessment in the Dutch Stream contains the same three pillars; observation, scheme assessments and standardised assessments. From Groep 4 onwards the progress is also tracked by Snappet.

In Groep 1 and 2 we use KIIK and CPS to track pupils' progress and benchmark them to other students in the Netherlands. In Groep 3-6 we use CITO as our standardised assessment. Twice a year, students receive a written report and three times a year parents are invited to attend a parent conference to discuss their child's progress.

SPECIAL EDUCATIONAL NEEDS

We, as a school, are committed to provide the best education for every child. With both formative and summative assessments, we follow the progress of our children. When tracking children's progress, we can identify where there is a learning difficulty or if children are possibly in need of a more challenging program.

All staff work closely with Mr Frits van der Ree, our Special Educational Needs Coordinator (SENCo) for both the English and Dutch Stream, to identify and provide for those students who require additional support to enable them to reach their full potential.

Individual Educational Plan

Our broad variety of assessment tools enables us to identify any additional needs. Once identified, together with the parents, we decide on what measures to put in place to help the child in their learning. At NISL one of the measures we frequently use is an Individual Educational Plan (IEP).

In an IEP we set our targets for the child and ways to achieve those targets. An IEP usually runs for about 6 to 10 weeks after which we evaluate whether the learning goals have been achieved or not.

Learning difficulty

We speak about a learning difficulty if children have a significantly greater difficulty in learning than most children their age, and/or have a disability which hinders their use of educational facilities. Using different ways of assessment, we identify problem areas after which we set up an IEP in which we outline how we are going to work on those areas. In an IEP we outline how we are going to help the child achieving his or her targets both at home and in school. We closely work together with parents to achieve the set targets. With the older students we can decide to involve them in setting their own targets.

Gifted and talented

Students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group can be labeled gifted or talented. Our main strategies to ensure these children are provided with the best possible education are enrichment and extension. We believe it is important to keep the gifted or talented child with their peers as much as possible. We feel it is important children build strong bonds with their peers and get enough opportunities to develop their social and emotional skills. Through enrichment and extension, the tasks are being differentiated according to the level of the gifted or talented child.

EAL/NT2

Due to our international nature, we often enroll students with English as an additional language (EAL) and students with Dutch as an additional language (NT2). All children in our school follow the curricular requirements of the Foundation Stage and the National Curricula. Children with English or Dutch as an additional language do not produce separate work. Class teachers provide support for these children in class and create extra opportunities to develop their English/Dutch.

Generally, we do not withdraw children from lessons to receive EAL support. However, when deemed necessary provisions can be made for a period of focused one-to-one support.

It should be noted that NISL is limited in their resources and specialised personnel and therefore does not have special classes for students that have been diagnosed with specific learning or behavioural disabilities.

More detailed information can be found in our Special Educational Needs policy.

POSITIVE BEHAVIOUR MANAGEMENT AT NISL

We deliberately chose to create a policy title that reflected our School ethos by calling it a 'positive behaviour' policy rather than just a 'behaviour' policy. We prefer to focus on positive and high expectations and share a rewards system with the students, so they feel motivated; effort as well as achievement is being acknowledged at NISL.

Our personal goals and values play a huge and instrumental part in our recognition and appreciation of positive behaviour.

Of course, we do impart to all students the aspects of;

- taking responsibility
- reflection time
- consequences

These three above bullet points can be further clarified with the below;

Taking responsibility

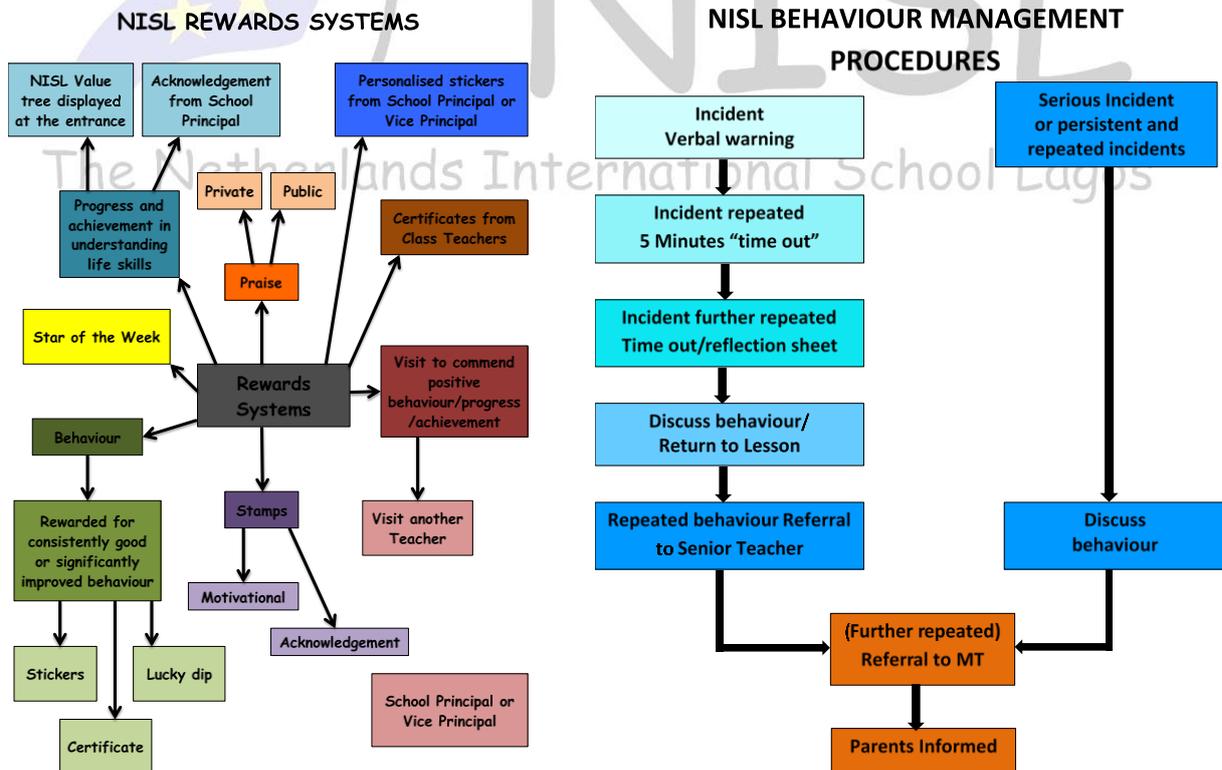
This links to the personal goal 'morality'. If children understand the difference between right and wrong, they are less likely to succumb to peer pressure and to make choices of their own.

Reflection time

We create reflection areas, reflection time and reflection sheets so that students understand that even if they display inappropriate behaviour there is always an opportunity to move forward. Once a child acknowledges and understands their misdemeanour (and sometimes mistake) they are reassured that every day is a new day at NISL.

Consequences

We clearly outline these to each class in a child friendly poster format, so expectations are clear and as a result, consequences are clear.



STUDENTS HAVE A VOICE AT NISL

We promote independence and an enquiring mind at our school and we sincerely encourage this even with our youngest students. We are excited by children who ask questions, make proposals, offer suggestions and voice their dislikes respectfully (not just their likes).

We do not have a prefect, Head Boy/Girl system currently as numbers do not warrant it in the higher year groups but we do provide more natural opportunities for posts of responsibility. For example; students more often than not narrate as MC for an event programme. They act as Ushers, lead assemblies and host IPC Exit Points.

Our two main actual Student Voice bodies are currently the Student Council and the Recycling Champions. Staff members and parents who volunteer to support these two initiatives do so passionately and commit to the children for a full year (for consistency). They support rather than lead; we believe action plans, events, publications in Newsletters and assemblies pertaining to their agendas should be child orientated and child led.

Student Council

We are now entering our fifth year of Student Council at NISL. Students from Year 3 and Groep 4 and up can put themselves forward during the September election period. Promoting democracy as one of our school values; we work on a transparent, child led voting system. Once the “body of seven” has been voted in; Management appoint positions of responsibility. These are; Chair, Secretary and Treasurer. The Student Body by October shares with the school in an assembly what their action plan is as regards raising money and raising awareness. 90 per cent of funds raised go to a chosen charity and 10 per cent is kept as a float for themselves and future councillors.

Recycling Champions

This is a new initiative at NISL. One child per class from Pre-Reception and Groep 1 upwards was selected in Term 3 of last school year to represent their class and raise awareness/carry out duties related to recycling.

These same students will continue with duties until October half term of this year.

After the half-term we will select another “team of champions” who will carry out similar duties such as; crushing plastic bottles, sorting scrap paper, collecting aluminium tins, making awareness posters and liaising with Management about future suggestions.



HOME/SCHOOL PARTNERSHIP

An effective education is based on a good relationship between home and school. It values the ability of both partners to work together to support the child. We firmly believe in this, and always encourage parents to take a full and active part in their child's schooling.

From the onset (enrolment) we discuss the term "commitment" with parent and child. We pledge a commitment to you and your child as regards keeping them safe and happy in their learning environment and we ask that you commit to working in partnership with us. We expect all children to take responsibility for what is expected of them to maximise their learning and to understand that they are the link between parents and school.

If parents wish to speak to their child's class teacher, we encourage this but would prefer an after-school appointment as the beginning of the school day can be hectic. Any urgent messages can be passed on to the teacher by the school office.

Reporting to parents/Parent Teacher Conferences

In November and June, each child will bring home a formal academic report. This will include information about the progress made and targets for the future. Parents are offered three Parent Teacher Conferences throughout the year to discuss their child's progress in each subject.

Parent Board Meetings

In November and May of each school year, we host Parent Board Meetings. During these meetings, the parents are given an overview of our financial course of affairs. During the parent meeting, an audit committee is elected, that checks the financial administration once a year. We handle fee structure and finances transparently. If necessary, new board members are elected and appointed within these meetings.

Information Morning

At the beginning of the school year, we have traditionally held an information session. This session is all about the information provision about education related matters. Where necessary, the parents can get further acquainted with the group teacher of their child and the teachers elaborate on their work method. You will get an impression of which methods and teaching instruments we use and what our plans are for the new school year.

NISL Newsletter

At the end of the week, the parent letter NISL Newsletter is released, discussing the most recent matters. We also outline upcoming events and occurrences. The Newsletter is in essence the main form of communication to all parents and will enable them to stay up to date. We send the Newsletter via email and upload a weekly update on the school website.

Parent WhatsApp Groups

Each Class Teacher sets up informative WhatsApp groups which group together the contact details of all class Mums (and Dads if they so request). We keep parents up to date with school events, homework notifications, general communications pertaining to whole class not individual and of course; reminders! These parent WhatsApp groups are not for non-class related issues such as birthday notifications/invites and are not to be used as a parent forum to discuss whole school matters.

Important Emails

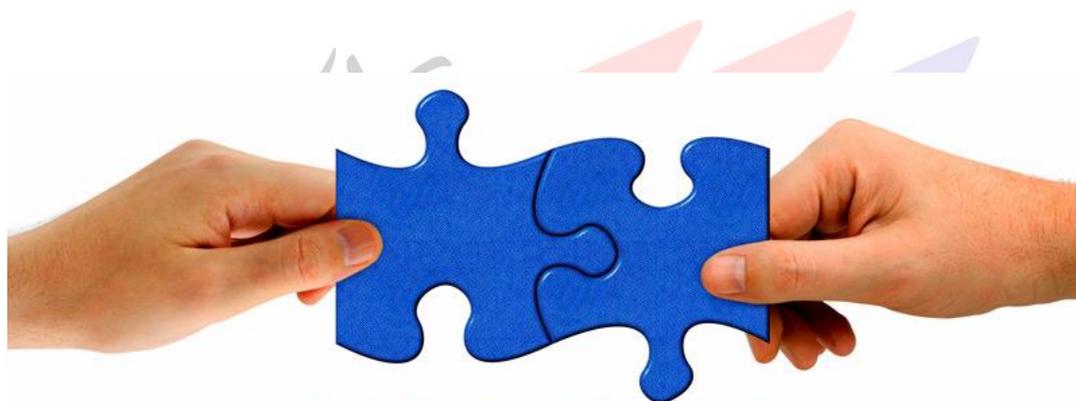
Though we depend a lot on our class WhatsApp groups, whole school matters of extreme importance (announcements, security) may be communicated from the School Office (info@nislagos.org).

Parent Notice Board

This serves as reminder board and displays information which is 'current', such as After School Activities, a copy of the weekly Newsletter etc.

School Website

We regularly update the calendar, event notifications, important announcements and photographs on our School Website. We take pride in it being interactive and user friendly. Please feel free to log in and check updates and to share our website details with your friends (www.nislagos.org).



HOMESCHOOL PARTNERSHIP

The Netherlands International School Lagos

EVERYDAY GENERAL PARENT INFORMATION

The annual school calendar

Yearly calendars are sent out to parents before the end of each school year and is available on the school website. The calendar provides an overview of all activities that take place over the course of the school year. This calendar can be placed at a visible location at home, so that parents always have the key school dates within reach.

School absence

We appreciate it when parents schedule their vacations within the school holidays. Please understand that, both for your child(ren) and for the teachers, it is undesirable to lose days of education. Occasions such as the Christmas Performance, the Easter celebration and other school related activities, are essential parts of our curriculum as well as timetabled lessons. For situations in which parents have no other choice but to take leave outside of school holidays (for example religious or medical grounds), we have a leave scheme. If the parents want to use the leave scheme, they should fill out a leave request form, which is available in the school office. The Management will sign the form and will indicate whether the leave is authorised or not. Subsequently, the teacher will give the form back to you, a copy of which will be kept in the student file.

ID Cards/Car Parking Stickers

At NISL it is mandatory for parents, nannies and drivers who visit the school and/or are bringing/picking up children, to visibly wear their ID Cards and have a car parking sticker. If you don't have an ID card and a parking sticker with you, security will grant you permission to park and access the school site after approval of the Principal.

ID cards and parking stickers can be obtained through the school office. A passport photo with full first and last name (nannies/drivers will use family last name) should be handed into the school office. Within a day you'll receive the ID Cards and parking stickers. In case of staff changes, we request that you notify us immediately and return the ID card as soon as possible.

The Netherlands International School Lagos

After School Activities (ASA)

At NISL we are committed to creating unlimited opportunities for all our students. We provide a wealth of ASA for children of Reception upwards. Details of ASA on offer are sent out at the beginning of each term and can be found on our website. The ASA activities are offered in sessions of 6 weeks. These activities are organized by professional coaches or by parents. All activities will take place in and around the school buildings, immediately after school from 2.30 to 3.30pm. Parents are responsible for picking up their children on time. Children who are not participating in activities cannot stay at the school premises without supervision.

Birthdays

Celebrating birthdays in school is optional. We do not permit party packs or juice and ask that you only send in cake or pancakes/cookies. Some families have even sent in pieces of fruit; excellent! The Class Teacher should be informed before sending these items in. Parents of our younger children only (Early Years, Groep 1 and Groep 2) can take part in the class celebration after a time has been confirmed with the Class Teacher.

PE Uniform (Boys and Girls)

At NISL the students do not wear uniforms. They are only required to wear PE uniforms with the school logo on it. This must be worn for all PE sessions;

- navy shorts/ long trackers (with logo)
- orange t- shirt (with logo)
- trainers

PE uniforms can be purchased from the school office.

Library Bags

All students, from our very youngest (Minimax) have the opportunity to borrow books from the school library once a week. The books are placed in a library bag. All books have to be returned the following week on their next visit to the library. We at NISL are big advocates of reading aloud to children and hope that parents will do the same at home. Reading aloud contributes to good language development and promotes general interest. Library bags (with logo) can be purchased from the school office.

Lost property

We have a central lost property box, positioned near the main school office. We do however encourage parents to label their children's clothes and belongings. If your child does lose an item, please look in the box or talk to the Class Teacher as soon as possible.

Online/Internet Safety

We live in an ever developing and technological world and though we further delve into "Safeguarding" in this prospectus later we want to make you aware that ICT in schools comes with advantages and potential disadvantages. We have taken precautions to make your children aware of online safety from the perspective of a child by sharing the below guidelines.

 **KS1**

INTERNET SAFETY RULES

 **Think then Click**

These rules help us to stay safe on the Internet

- We only use the internet when an adult is with us.**
- We can click on the buttons or links when we know what they do.**
- We can search the Internet with an adult.**
- We always ask if we get lost on the Internet.**
- We can send and open emails together.**
- We can write polite and friendly emails to people that we know.**



 **KS2**

INTERNET SAFETY RULES

 **Think then Click**

- We ask permission before using the Internet.**
- We only use apps and websites that an adult has chosen.**
- We tell an adult if we see anything we are uncomfortable with.**
- We immediately close any webpage we are not sure about.**
- We only email people an adult has approved.**
- We send emails and attachments that are polite and friendly.**
- We never give out personal information or passwords.**
- We never arrange to meet anyone we don't know.**
- We do not share passwords with other people.**
- We do not open emails sent by anyone we don't know.**
- We do not use Internet chat rooms.**



HEALTH AND SAFETY/SAFEGUARDING

Medical details

On first registration of your child and before the first day in school, we ask you to complete and return to the school office the Emergency Medical Authorisation Form and the Student Health Report. Children will not be allowed in school, unless these have been handed in to Mrs Naomi, the school Admissions Officer. At the beginning of each new school year this is repeated, since things may change both in the medical and personal field.

Use of medication

In principle, no medication is administered at school. If your child does require occasional or chronic medication, the school may only administer medication to your child if a prior written request thereto is submitted. The parents shall remain responsible for the use of medication and agree that the school administers the medication as a service and cannot be held liable for this administration. The parent is responsible for delivering the relevant medicine to the main school office. If your child shows signs of needing medicine at school due to a raised temperature (38 degrees or above), a sore throat or allergy; we will telephone you for permission before administering.

Medical Authorisation Form

In the instances where we cannot reach you via telephone; albeit to administer basic medicines such as Calpol or Benedryl; we need to cover ourselves and know that you support our decision to use discretion. We therefore ask you to complete and sign a medical authorisation form permitting us to take action if we cannot reach you. Similarly; in the rare instance of an emergency, this form/signature permits us to transport your child to the hospital we are in partnership with.

Contagious infectious diseases

If children are suffering from infectious diseases, such as warts, impetigo, other skin conditions, pertussis, herpes etc, we will follow the manual of the Health Department in the Netherlands and Nigeria with regard to their advice. A child may have to stay at home for a couple of days if he/she is suffering from impetigo, the vesicles are still moist, and the child has to be treated with penicillin. This is done in close consultation with the parents.

In case of symptoms such as fever, diarrhoea, vomiting or overall illness, the child should stay at home until all the symptoms have waned.

Emergency situations

In case of serious disturbances, the executive board of the NISL will decide whether or not the school will be open. In addition, the companies of parents who have children at our school will be contacted. We have certain agreements on how to act in emergency situations, which we try to adhere to:

- In emergency situations, it shall always be attempted to give the safety of the school population the highest priority.
- The school Management will always consult with the school Board on how to act in emergency situations.
- Parents will be notified in writing and/or verbally as soon as possible, and in some cases, be requested to forward this information to others.
- Every Term, we will conduct one or more evacuation and fire alarm drill(s). The team is trained in the use of fire extinguishers, and the school is certified as such.

Physical/General Safety

At school, we care for the safety of children, the school building and the surrounding area. Electrical devices are checked for safety, the buildings and the site are sprayed regularly for pest control and fire drills are conducted. You as a parent can also help make our school a safe one. If you pick up and drop off your children yourself, they will remain under supervision, effectively preventing hazardous situations on the playground equipment and when getting into the car.

Safeguarding

It is the policy of NISL to create and maintain a culture of vigilance in safeguarding children and young people and an active commitment to the promotion of their general well-being, through the maintenance of robust and rigorous recruitment and working practices, education and learning modules, child protection systems and partnerships with the Police, Courts and Embassies.

It is therefore the responsibility of all staff to play an active role in safeguarding children and promoting their wellbeing and to promote the same in others. All staff must actively work to ensure pupils are protected from possible harm. They must provide a caring, positive, safe and stimulating environment that helps to promote young people's social, physical, emotional and moral development as an integral part of their educational progress.

We have two Safeguarding Leads within the school (EYFS-leader and a designated Board member).

All staff have undertaken an online, certified Safeguarding training and are aware of signs to look out for, procedures to follow, whom to contact and how plus where to store evidence.

Separate to our Safeguarding Policy we also have a 'Risk Assessment' Policy for off-site, school excursions.

Both of these can be found on the website or are accessible in the Main School Office.



COMPLAINTS PROCEDURE

The Dutch Education Act dictates that school Board is obligated to draw up and implement a complaints procedure. In line with advice from our recent inspection with The International School Inspectorate Body; we have now put this into place and practice.

You will find the Complaints Policy uploaded on the website which guides you through progressive stages.

NISL operates a three stage complaints process and we will acknowledge receipt of a complaint within 2 working days. We will then progress through the following stages:

Stage 1 – Informal resolution

In the first instance, most concerns or complaints can be dealt with informally and should be raised with the Class Teacher or other appropriate members of staff. Any member of staff receiving a complaint must record the details either in writing or electronically. The record must show who was involved, what the subject of the complaint was and when, or if, it was resolved. It must be signed or dated.

If the complaint moves to the second stage, a copy of the record must be passed to the member of staff to whom the complaint has been referred.

The aim is to respond within five working days. If this is not possible, a letter must be sent to the complainant explaining why not and when a response can be expected.

Stage 2 – Formal resolution

If the complaint cannot be resolved on an informal basis, then the complaint should be put in writing to the Principal. In most cases, the Principal, or other member of the Senior Management Team, will meet or speak with the complainant within five days of receiving the complaint. If possible, a resolution will be reached at this stage. Again, a record must be kept, signed and dated of all meetings and interviews held in relation to the complaint.

If a further investigation is required, this will be conducted, a decision will be made and the complainant informed in writing of the outcomes of the investigation, the decision taken and the reasons for the decision. This will be within a further five working days.

If the complainant is still not satisfied, they may appeal the decision and move to Stage 3.

Stage 3 – Appeals Process – Panel Hearing

An appeal against the decision should be submitted in writing to the Chair of the NISL Board of Governors. He/she will chair and convene a panel of, at least, three people who were not directly involved in the matters detailed in the complaint.

A hearing will be convened as soon as practicable within fifteen working days.

The complainant may be accompanied at the hearing by one other person, if they wish but this should not be a legal representative.

After due consideration of all the facts considered relevant, the Panel will reach a decision and may make recommendations, which will be issued in writing to the complainant, informing them of its decision and the reasons for it.

The Panel's findings and recommendations, if any, will be sent in writing to the complainants, the Principal and the person about whom the complaint was made, if relevant. A copy will be held by the Principal and will be provided to inspectors upon request.

The Panel's decision is final.

The above listed stages are part of our school policy for complaints.

This is not the policy in its entirety.

Please refer to the school website or ask for our policy folder in the Main School Office.

NISL AVAILABLE POLICIES

We have systematically worked towards whole school policies though there will of course be certain differences as regards expectations from the UK Government and that of the Netherlands. We also take into consideration Stichting NOB requirements (for the Dutch Stream) and Inspectorate feedback/recommendations for the EYFS and English Stream.

If you are in any doubt as regards any of our policies or guidelines; feel free to pop into the school office and ask for the School Principal or email dipa.donaldhorsfall@nislagos.org

Our current available policies (on website and in School Office) are as follows;

- Acceptable Use Policy
- Admissions and Attendance Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy Year 1-6
- Early Years Foundation Stage Policy
- Emergency Evacuation Policy
- First Aid Policy
- Health and Safety on Educational Visits Policy
- Health and Safety Policy
- Intimate Care Policy
- Mobile Phone Policy
- Positive Behaviour Policy
- Risk Assessment Policy
- Safer Recruitment Policy
- Special Educational Needs Policy
- Whistleblowing Policy