

COLEGIO GRAN BRETAÑA

Learning for an evolving world

PARENT HANDBOOK



2016 -2017

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CHAPTER 1 - INTRODUCTION

a. Letter from the Director

Important Reminders for the Start of the School Year

As we begin this new school year, I would like to take the opportunity to remind all CGB families of a few important points to keep in mind.

Phidias

All circulars, Co-Curricular inscriptions, excursion permissions, school payments, homework, report cards and communication with CGB staff are carried out via our communication network, Phidias. In keeping with our policy on sustainable development, it is our aim to reduce the use of paper as much as possible. Please make an effort to check Phidias on a daily basis. It is essential that all CGB community members have access to this network and understand how to use it. We now have a policy regarding the use of Phidias that can be found in the Parent Handbook. Should you have any questions or difficulties, please speak to Ms. Maria Paula Gutiérrez, the Academic Secretary.

Co-Curricular Activities and Performing Arts

During the first week, parents will receive separate circulars regarding the Co-Curricular and Performing Arts (music, dance, drama) options for your children. Returning families had the opportunity to sign up in advance at the end of the last school year for Co-Curricular Activities. If you are a new family or did not sign up in June, it is important that you do so now. Please remember that these are on a first come-first served basis, so please sign your children up on Phidias as soon as you receive these important circulars. Co-curricular activities will commence on Monday August 25th.

The timetable for CO-CURRICULAR activities will continue as in previous years:

Foundation Stage & Key Stage 1 Nursery to Year 2	Wednesdays	11:30 - 12:30
Key Stage 2 Year 3 - Year 6	Mondays & Wednesdays	1:35 - 2:50
Secondary Year 7 - Year 13	Tuesdays & Thursdays	1:10 - 2:50

Secondary students who play on CGB teams will soon receive information regarding our Extra-Curricular programme, which is designed to train for the same sport throughout the entire year.

Arrival and Departure from School

All students are expected to be in school by 7:15 a.m. in order to start the registration process at 7:25. (Nursery to Y2 classes will begin registration at 7:45am.). We ask those parents who send their children in private transportation to please ensure that they arrive and are collected from school punctually. All students must arrive and depart from school through the back exit (sports field) in order to prevent traffic congestion at the front of the school. We thank you for your understanding and cooperation. Please keep in mind that if children arrive particularly early to school, they will not be allowed to enter until Staff have arrived. For safety reasons, we are unable to permit children on the grounds without adequate supervision in place. Students who arrive on school

buses will remain on the buses until a minimum number of Staff are present. This is something that occurs only occasionally when traffic is especially congested on the Autopista del Norte.

School departure times for all students are as follows:

Monday through Thursday 2:50 p.m. (buses depart at 2:55 p.m.) Friday 2:00 p.m. (buses depart at 2:10 p.m.)

Recuperation classes for Secondary students take place on Tuesday and Wednesday afternoons from 3:00 to 4:00 p.m., when requested by teachers, students or parents. Parents are responsible for collecting their children after these extra classes.

School Uniform and Code of Conduct

Parents and students are reminded of the school's dress code (please refer to the Parent Handbook). Only the school uniform is permitted. Secondary students are to arrive to school wearing their blazer every day, except for the days they have physical education or a Co-Curricular activity that requires sports attire. They are not required to wear them throughout the day, but they must be used for special occasions and functions. This fosters responsibility for one's belongings and will ensure that students are well-dressed and reflect the school that they are representing. Additionally, students are expected to be well-groomed, with hair kept neat, tidy and out of their eyes. Facial piercings are not permitted.

Detention for KS2 and Secondary students takes place on most Tuesdays from 3:00 to 4:00 p.m. and one Friday a month from 2:00 to 4:00 p.m. It is important for parents to keep in mind that should your child receive a detention for breaking the school's code of conduct, you are responsible for collecting them at 4:00 p.m. as there is no school transport at this time. Parents will receive at least 48 hours notice in order to arrange transportation.

Back-to-School Day on Wednesday the 24th August

"Back-to-School Day" will take place on Wednesday the 24th of August from 1:00 to 6:00 pm. In previous years, we have held this event on both Fridays and Saturdays. Although we appreciate that coming out to school on a Friday afternoon can sometimes be challenging due to the traffic, it is widely felt that it is relatively much easier and less disruptive than Saturday morning. Returning families will note that this date is two weeks earlier than it has been held in prior years. Students will attend school in the morning and depart at midday, allowing us the afternoon hours to attend parents. All CGB parents are invited and encouraged to come in that afternoon to tour the school, meet teachers and have any questions answered regarding teaching and learning. This is a valuable opportunity to take advantage of the partnership between school and parents that is so vital to your child's academic progress. I would however, remind parents that this is not a day for individual consultations with teachers. Should you require a more private consultation with your child's teacher(s), you are kindly asked to arrange a meeting during the week.

Additionally on this day, parents will have their photographs taken for the CGB ID card, which will allow you access to the school throughout the year. There will also be training on how to use our CGB communication system, Phidias.

You will receive more detailed information regarding the times, venues and presentations for Back-to- School Day soon.

Calendar for the Year

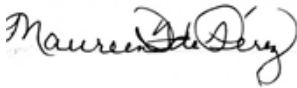
Parents are encouraged to carefully check the holiday dates. CGB does not look favourably on families who take extended holidays or long weekends, as this causes a significant disruption to the student's learning. I would ask that parents ensure their children attend school until the start of a holiday period and return on the dates indicated. Thank you for your understanding and cooperation.

I encourage everyone to take a few minutes to become familiar with the school calendar of events for the school year and make note of important dates such as Flag Raisings, Assemblies, Parents-as-Partners workshops, Parent-Teacher Consultation Days, and Jeans Days. You will also find this calendar in the student diaries. It is an expectation that parents attend School meetings and functions. A compelling body of evidence reveals a strong correlation between students who flourish and succeed at school and their parents' involvement.

Finally, I would like to encourage open communication with the CGB parents. If you have any concerns or doubts, please do not hesitate to contact us. Let's all work together to avoid unnecessary rumours! For new families, the correct channel of communication is your child's classroom teacher or form tutor. Thereafter, please contact the respective key stage coordinator or Head of Section, and finally the Vice- Rector or Director.

Once again, I wish all of the CGB Community a successful and happy school year!

Warm regards,



Maureen Fleming
Director

b. Staffing for School Year 2016 – 2017

SENIOR LEADERSHIP TEAM

Director / Rector	Maureen Fleming
Deputy Director / Vice-Rector	Nidya Mayorga
Head of Spanish / Sociales Department	Beatriz Vergara
Head of Secondary	Robert Tomalin
Head of Primary	Colleen Rowe
Administrative Director	Daniel Serrano
Director of Communication & Public Relations	Fiorella Rocha

FS/KS1

Coordinator Foundation Stage	Sara Love
Nursery B	Beatriz Alicia Solano
Reception D	Denise Sullivan
Reception G	Gabriela Acosta
Reception M	María Alejandra Atehortúa

Key Stage 1

Year 1K	Kathleen Dunn
Year 1T	Tracy Greening
Year 2J	Janet Heap-Stott
Year 2S	Sara Love

FS/KS1 Assistants

Nursery B	Lina Cala
Reception G	<i>To Be Announced</i>
Reception D	Fabiola Basto
Reception M	Pilar Castilla
Year 1A	Aida Lucía Rodríguez
Year 1K	Ana María Guzmán
Year 2E	Angela Galeano
Year 2J	Claudia Pieschacon (Head Assistant)

KS2

Coordinator	Suzanne McLean
Year 3M	Emma McInnes
Year 3R	Kristen Register
Year 4C	Sara Carfrae
Year 4A	Bruce Abraham
Year 4G	Kathryn Grabarek
Year 5H	Jo Hay
Year 5M	Suzanne McLean
Year 6L	James Loft
Year 6H	Nicola Hayward

KS2 Assistants

Year 3	Nubia Wilches
Year 4	Marjorie Zambrano
Year 5	Pablo Sanmiguel
Year 6	<i>To Be Announced</i>

SECONDARY

Deputy Head of Secondary and IMYC Coordinator Deputy Head of Secondary and IGCSE Coordinator Deputy Head of Secondary and IB Coordinator	Matthew Lawrence Robert Griffiths Mónica Woodward
Extended Essay Coordinator CAS Coordinator	Katya Tinoco Javier Martelo
English	Angela Martin – Head of Dept. Matthew Lawrence Ailsa McCreadie Stephanie George
ALD (Additional Language Department)	Michelle Coleman (Head of ALD) Katya Tinoco (Secondary EAL, IB Spanish ab initio) Natalia Rea (KS2 EAL) Esteban Saldarriaga (FS/KS1 EAL) Juliana Mejía (FS/KS1, ELS & SAL) Yolima Lara (KS 2, SAL) Carolina Nuñez (KS2 EAL) Germán Buriticá (Secondary SAL) Marcela Castaño (SAL) David Fortich (Secondary EAL)
Maths	Nimish Shah (Head of Maths) Angela Karenju Daniel Brooks Warren Rowe
Science	Julio Ramos (Head of Dept.) Keith Rigby Mariana González Stephen Bradshaw Steven Jones

	Natalie Gowman Javier Martelo (Lab Technician)
Humanities	Niall O’Kane (Head of Humanities) Vinay Jawahar David Woodward Warren Rowe Jessica Murcia
ICT and Computer Science	Robert Griffiths (Head of Dept.) To be announced.
French	Mónica Woodward (Head of Dept.) Marcela Castaño
Spanish, Sociales, Philosophy	Beatriz Vergara (Head of Department) Nidya Mayorga Martha Lucia Bocanegra Natalia Castillo Camilo Rojas Katya Tinoco Claudia Mojica Luz Amparo Rodríguez Claudia Quiñónez Mireya Tovar Gonzalo Serna To be announced. Juanita Posada (Dept. Assistant)
Economics	Maureen Fleming Daniel Brooks
Art	Camila Gallego (Head of Dept.) Jessica Murcia Dustin Harper (Primary)
TOK	Robert Tomalin (Year 13) Julio Ramos (Year 12 and 13) Camila Gallego (Year 12)
PE	Richard Coronado (Head of Dept.) Cristina Llano Martin Cifuentes
Music	Alberto García
Counselling and Emotional Guidance	Claudia Gomez (Head of Dept.) Angela Daza (Psychologist) Viviana Hernández (Psychologist)

Educational Achievement Dept.	Elizabeth Chadwick (Head of Dept.) To be announced (Special Education Teacher) Joaquin Olarte (Special Education Teacher) Olga Lucia Nuñez (Occupational Therapist) Anamaría Muñoz (Speech Therapist)
Director of Student Activities	Freddy Tejedor
Assistant to the Director of Student Activities	Ángela Rodríguez
Integrated Technology Coach	Natalia Castillo
Round Square Representative	Nicola Hayward
Librarians	Constanza Velez Joy Silva
Infirmery	Dra. Ana Karina León Yoneidis Torres (Auxiliary Nurse)

ADMINISTRATION & ANCILLARY STAFF

General Manager	Andres Fernandez
Administrative Director	Daniel Serrano
Director of Marketing & Community Relations	Fiorella Rocha
Financial Manager	Martha Rivera
Director's Assistant	Daniela Ramírez
Digital Marketing	Sergio Molina
Academic Officer and Secretary (resource importations)	Nathalya Roza
Accountant	Maryoli Romero
Treasurer	Elena Segura
Account Analyst	Johanna Arredondo
H.O.S. Assistant	Grace Gómez
Human Resources Coordinator	Andrea Mateus
Human Resources Assistant	Astrid Triana
Accounting Assistant	Lina Quintero
Transport Coordinator	Liliana Margoliner
Communications Coordinator	Carolina Hernández

Resources Coordinator	Andrés Escobar
Resources Assistant	Maribel Herrera
Resources Assistant	Maira Pelaez
ICT & Media Centre Coordinator	Julián Ramírez Angie Franco Angela Rodríguez
Receptionist	Angie Moreno
Messenger	Robinson Hernández
Grounds Manager	Alexander Viana
Maintenance and Caretakers	Holman Cadena Díaz Saul Cabezas John Sanabria
Cleaning Staff	Diana López Alba Vergara Luz Dary Bohorquez Martha Cardenas Yised Ortiz Nelcy Castellanos Nubia Capera Julieth Yara Arlis Barrios
Food Service Administrator	Cynthia Falla

c. Important Dates for Your Diary

GENERAL CALENDAR FOR SCHOOL YEAR 2016-2017

There will be 3 terms with 3 reporting periods, including a fourth final summary report (compiled by the academic officer). This is in accordance with Colombian Law. Please note that certain holidays do not coincide with the end of terms.

TERM 1 Thursday 11th August 2016 to Friday November 11th 2016.

Classes begin for Secondary only on Thursday August 11th; Y1-Y6 commence on Wednesday 17th August;

Nursery and Reception begin on Thursday August 18th

It will be essential for students required to present recuperations to come to school during the week of August 8th

SLT, CEG, ALD, EAD, Librarians return and New Staff Induction Week: Monday 1st August– Friday 5th August 2016

New teachers start on Monday 1st August, and all Returning Teachers begin on Monday 8th August.

Mid-Term Break: Monday October 10th to Friday October 14th. Public Holiday on Monday October 17th. Students and staff return on Tuesday October 18th.

TERM 2 Tuesday 15th November 2016 - Friday 10th March 2017

December holidays: School breaks up at 12 noon on Wednesday 14th December. Thursday 15th December – Tuesday 17th January 2017. (Students start on Tuesday 17th January. Monday 16th January is a teacher- training day).

TERM 3 Monday 13th March 2017 – Wednesday 28th June 2017

Staff finish on Friday 30th June at 2.30pm

Easter Holidays: School breaks up at 2pm on Friday 31st March. Monday 3rd April 2017 – Friday 14th April 2017 (Students and Staff return on Monday 17th April).

Last school day for students: Thursday 22nd June 2017

Recuperations run: Friday 23rd June through Wednesday 28th June.

Last day for teaching staff: Friday 30th June

Approved by SLT: 25th November 2015

Approved by the Advisory Board: 9th December 2015

d. School Hours and Timetable

Arrival to school	7:15 – 7:25 a.m.
Classes Begin	7:25 a.m. (KS2 & Sec) 7:45 a.m. (FS & KS1)
Departure times	
Mondays, Tuesdays, Wednesdays, Thursdays	Classes finish at 2:50 p.m. Students depart at 3:00 p.m.
Fridays	Classes finish at 2:00 p.m. Students depart at 2:10 p.m.

Children in the Nursery class may opt for mornings only, from 7:45 am to 13:30 pm, including lunch. This arrangement does not affect school fees which must be paid in full.

CHAPTER 2 – GENERAL ASPECTS

a. Mission, Our Enduring Goals, Vision, CGB’s Foundation Blocks

Mission

Inspire. Discover. Empower.

Colegio Gran Bretaña is founded upon the values of a truly international school community. We work collaboratively to provide a holistic, inclusive and academically challenging educational experience through the medium of English.

At CGB we inspire and prepare our learners for an evolving world. Eight essential, and equally important, Foundation Blocks support the day-to-day life of our school and foster intellectually prepared students who discover and embrace the ideals of global citizenship. Through empathy, and progressive teaching and learning we empower everyone to act on their beliefs, thereby cultivating independent thinkers who are able to meet the demands of the twenty-first century.

Our Enduring Goals

To offer a constantly evolving and dynamic curriculum that challenges, excites and prepares.

To care about our learners as individuals, ensuring that everyone is included with opportunities to succeed and lead.

To offer a rich curricular experience in Spanish language and Colombian cultural studies, thus facilitating an appreciation and affinity for the host country.

To provide a safe learning environment in which the values of respect, acceptance and open-mindedness are honoured.

Vision

By 2018 CGB is recognised as a leading educational force in Latin America. It is a unique, internationally minded community which supports learners as they strive for excellence and independence, promoting life-long learning in an evolving world. Whilst maintaining its unity and family-orientated values CGB will embrace the latest in technology and learning theory, ensuring a holistic, and progressive school culture that nurtures socially responsible, environmentally minded and respectful students and global citizens, combining high academic expectations and a commitment to the community. Through a stimulating, flexible, and holistic curriculum, CGB offers an inclusive, balanced and personalised approach to learning, providing opportunities of achievement to learners with different talents, needs and learning styles within a positive learning environment.

CGB’s Foundation Blocks:



b. Code of Conduct

1. We will respect ourselves, and be respectful and considerate of the rights, feelings and safety of others.
2. We will be respectful and considerate of our property and of the property of others.

3. We will try always to do our best, and produce work we are proud of.
4. We will be in the right place at the right time.
5. We will follow the rules appropriate to different rooms and areas.

c. Statement of International Mindedness

International Mindedness at Colegio Gran Bretaña

“International Mindedness (global consciousness) is a person’s capacity to transcend the limits of a world view informed by a single experience of nationality, creed, culture or philosophy and recognise, in the richness of diversity, a multiplicity of ways of engaging with the world.”

Adopted from Dr. Richard Harwood and Kate Bailey, with their kind permission.

Colegio Gran Bretaña fosters international mindedness by:

- welcoming and respecting people of all nationalities, creeds and languages
- developing an awareness and appreciation of language diversity
- confronting global issues as a community and working for solutions at a local level
- permeating education for sustainability within the life of CGB
- exploring multiple perspectives of world views throughout the curriculum
- embracing the cultural heritage of our host country, Colombia, whilst ensuring all students’ home cultures are preserved and respected
- encouraging a sense of duty to serve our local communities and being empowered to bring about positive change
- promoting open-mindedness and providing rich opportunities to learn from the experiences of other members of our community
- committing to holistic education
- equipping our students with a skill set that facilitates intercultural competence.

d. Equality of Educational Opportunity

No person in CGB shall be discriminated against on the basis of race, national or ethnic origin, religion, gender, sexual orientation, age, or mental or physical disability, subject to the facilities and programmes available at the school.

The school believes in the principle of equality and educational opportunity, so that every student is given maximum opportunity for educational development. Therefore, CGB works for an educational environment that places real emphasis on individual attention and seeks to stimulate and encourage each child’s intellectual curiosity and discipline, fostering a sense of self-worth and responsibility for one’s own work.

This policy of non-discrimination shall prevail in all matters of instruction and course selection; in providing facilities and access for the physically disabled; in the choice of instructional materials, preparations for examinations or the provision of counselling services; in all curricular and extra-curricular programmes; and in all

matters pertaining to community relations. CGB promotes and embraces plurality and prohibits the distribution of any materials based on racial or religious prejudice, either inside the school or on school grounds.

e. Admission and Placement of Students

Applications for admission are accepted from all interested parties throughout the year. Families seeking admission for their child(ren) should communicate with the Director of Admissions. Students applying for admission must complete all procedures before being considered for admission. The school reserves the right to exclude students for academic or disciplinary reasons or to require special support such as extra lessons, or therapy support, or a shadow, amongst others, at parental expense.

It is school policy that the representation of any one nationality within the student body should not exceed 50% between Year 1 and Year 13. The admissions process must respect this proportionality. In all other considerations, all students are eligible for admission if it is believed the school can meet their particular needs and providing there is a place available.

Students with physical, cognitive or emotional disabilities cannot be admitted unless, in the admission committee’s judgement, adequate provision can be made, and the student can be placed in the mainstream classroom. Students with learning difficulties may be admitted if it is believed that the Educational Achievement Department can provide adequate support, and that the student can be placed in the mainstream classroom.

Admissions Examinations:

		Motor Skills, Visual Perception, Language	Mathematics	ALD Evaluation	Writing	Reading	CAT 4*
Foundation Stage	Nursery	✓					
	Reception	✓		✓			
Key Stage 1	Year 1	✓		✓			
	Year 2		✓	✓			
Key Stage 2	Year 3		✓	✓	✓	✓	
	Year 4 - Year 6		✓	✓	✓	✓	✓
Secondary	Year 7 - Year 12		✓	✓	✓		✓

*Cognitive Ability Test

Parents will be invited to an interview with the Head of Counselling and Emotional Support as part of the admissions process for all children applying to enter the school.

It is the parents' responsibility to provide additional language support, and to arrange for extra tuition where appropriate, for students whose level of proficiency in English limits their academic performance. Such students may be placed on a conditional matriculation. Generally, students who are not minimally fluent in English as a second language will not be admitted in years 10, 11, 12 or 13. Students who are not fluent in English as an additional language will be regularly and systematically evaluated. Continued enrolment requires the demonstration of consistent and significant English language acquisition as determined by the school.

All admission decisions are based on whether the school can provide a programme that meets the individual needs of the student. If these needs are felt to be beyond those which can reasonably be provided by the school's staff, a student may still be admitted, if special on-campus tuition and/or external professional help can be made available which will permit the student to be placed in the regular classroom and not cause disruption to the classroom administration. The cost of such additional help would be the responsibility of the parents.

If a non-Spanish speaking student arrives at CGB s/he will not be expected to study French in Years 7-9, unless they already have previous experience in this language. During the timetabled French lessons, they will receive extra tutoring in Spanish. If a student arrives in Years 8 or 9, and has no previous experience of French, they will either receive extra tutoring in English or in Spanish.

Admissions policy for students entering year 12 and year 13

All applicants seeking admission to the International Baccalaureate Diploma Programme (IBDP) at Colegio Gran Bretaña in years 12 and 13 must comply with the following requirements:

- Submission of CGB Registration and Recommendation forms
- Completion of a questionnaire concerning Special Educational Needs
- A personal interview conducted by the school psychologist / counsellor with the applicant and family
- Interview with the IB Diploma Coordinator
- Presentation of admissions examinations in Mathematics, English and Spanish

The language testing is central to the admissions process, as it helps the school to determine the appropriate English and Spanish classes for the applicant. ALL APPLICANTS MUST HAVE A BASIC, INTRODUCTORY LEVEL IN SPANISH TO BE ADMITTED, AS SPANISH IS ONE OF THE REQUIRED SUBJECTS IN CGB'S DIPLOMA PROGRAMME. The majority of IBDP subjects are taught in English; therefore, the applicant should demonstrate both written and oral fluency in order to ensure academic success.

Admission will be subject to the following:

- Results of the admissions examinations
- Previous school reports (including the most recent)
- 2 - 3 recommendations provided by former teachers
- The applicant's future educational plans
- The applicant's choice of IBDP subjects
- Prior academic achievement
- Curriculum provision
- Outcome of the interviews with the school counsellor and IB Diploma Coordinator

Applicants to Year 13 will be considered only if:

- They are transferring from the IB Diploma Programme in another school
- CGB is able to match the six subjects that they have been studying in the same language of delivery
- The applicant is able to provide internal assessment work completed to date in all six subjects, evidence of Theory of Knowledge (TOK) hours and a CAS diary
- There is a recommendation from the previous IB Diploma Coordinator

Applicants to Year 12 must be able to commence study before the October break due to the rigorous demands of the Programme and IBO regulations governing the suggested number of hours of study in all subjects.

The IB Diploma Coordinator will participate in the Admissions process for all applicants to years 12 and 13.

Placement

Age and previous schooling provide the starting points for a discussion on placement, but the student's needs, academic record and the school's initial assessment are other factors that will also be considered.

Pupils who pass the English and mathematics admissions tests shall be placed into the following year groups according to their age.

New students are given standardised tests in English and mathematics to determine their level on entry into the school. This level can then be used to track progress made by the individual during their time in the school.

Section	Key Stage	Year Group	Age by the 31st August
Primary	Foundation Stage	Nursery	3
		Reception	4
	Key Stage 1	Year 1	5
		Year 2	6
	Key Stage 2	Year 3	7
		Year 4	8
		Year 5	9
		Year 6	10
Secondary	Key Stage 3	Year 7	11
		Year 8	12
		Year 9	13
	Key Stage 4	Year 10	14
		Year 11	15
	Key Stage 5	Year 12	16
		Year 13	17

School levels and its correspondence in the British, American, and Colombian Systems

Age	U.K. Year Group	USA Grade	Colombian System
3-4	Nursery	Preschool K3	Párvulos
4-5	Reception	Preschool K4	Pre-Kinder
5-6	Year 1	Kindergarten K5	Kinder
6-7	Year 2	Grade 1	Transición
7-8	Year 3	Grade 2	Primero
8-9	Year 4	Grade 3	Segundo
9-10	Year 5	Grade 4	Tercero
10-11	Year 6	Grade 5	Cuarto
11-12	Year 7	Grade 6	Quinto
12-13	Year 8	Grade 7	Sexto
13-14	Year 9	Grade 8	Séptimo
14-15	Year 10	Grade 9	Octavo
15-16	Year 11	Grade 10	Noveno
16-17	Year 12	Grade 11	Décimo
17-18	Year 13	Grade 12	Undécimo

f. Class Size Policy

In order to emphasise the concern for children as individuals, which is inherent in the school's philosophy, the school will do everything possible to ensure a student/teacher ratio that is in the best interests of all concerned.

Classroom Assistants:

Nursery, Reception, Year 1 and Year 2 (Foundation Stage / Key Stage 1) classes will always have a full time assistant due to the age of the children. In Year 3 – Year 6 an assistant will be assigned to each class level.

Class Sizes:

Class	Number of students
Nursery	Max. Class size = 16
Reception	Max. Class Size = 16
Year 1 – Year 6	Max. class size = 20
Year 6 (special)	Max. class size = 22
Year 7 – Year 13	Max. class size = 22

The Admissions Committee reserves the right, under extenuating circumstances to receive a student into a class, even when it means exceeding the limit.

Approved by the Senior Leadership Team: May 2015

Approved by the Advisory Board / Consejo Directivo: June 2014

g. Reorganisation of new classes every academic year

The school embraces the ideal of a truly international education, promoting the ideals of international understanding. Every year at Colegio Gran Bretaña, classes are reorganised into new classes, encouraging our students to mix with children they otherwise wouldn't have the opportunity to know, to get used to making new friends, and to avoid cliques being formed.

Reorganising the students into new groups is an important process. All Teachers and Student Services departments work together to ensure that academic and social balance is achieved within every class. The criteria used for the new classes' construction is the following: friendship groups, gender, nationality, ability and friendships. This ensures mixed ability classes and a truly inclusive spirit.

It is school policy that individual requests are not accepted as many personal family desires would make the process extremely complicated. All decisions are based on professional educational knowledge and experience.

CHAPTER 3 – SCHOOL ORGANISATION

Colegio Gran Bretaña school is governed by the Board of Directors (Junta Directiva), an Advisory Board (Consejo Directivo), a Director and a General Manager in accordance with their respective roles and responsibilities as determined by school policy.

a. Board of Directors (Junta Directiva)

The Board of Directors of the “Entidad Educativa Colegio Gran Bretaña S.A.” that owns the school is elected for a one year term at the annual meeting of the shareholders of the corporation. Board members may or may not be shareholders.

The Board of Directors has the following general responsibilities:

- With the advice of the CGB Director, to develop and approve the school’s annual operating budget.
- to oversee the bank accounts, balance sheet and profit and losses of the school.
- In general, to establish financial policies and management systems.
- to contract financial, academic and other advisors as necessary.
- to oversee procurement that falls outside the regular approved budget.
- to name two delegates to the Advisory Board of the CGB School.
- to appoint and dismiss the Director.
- to appoint and dismiss the General Manager.
- to set the “macro policies” and guidelines for the school.
- to undertake, with the advice of the Director, the long-term financial planning for the school.

b. The Advisory Board (Consejo Directivo)

Advisory Board members serve a one-year, renewable term of office. The 12-month term is from September through June. The working language of the Advisory Board is English. Every effort shall be made to identify Advisory Board members who collectively reflect the diversity of the school. The composition of the Advisory Board shall be as follows:

- The CGB Director
- The CGB Vice Rector
- Two delegates named by the Board of Directors (one of these shall be the General Manager and one shall be a member of the external community).
- Two faculty members, elected by the faculty. One of these shall be a foreign-hired faculty member, and the other shall be locally hired.
- One student representative, who will be appointed amongst the Student Council President, Personero and Head Prefect.
- The Administrative Director of the school (who also serves as the secretary of the Advisory Board)
- The Parent Teacher Association (PTA) President
- Two parents, named by the PTA. One parent shall be foreign and one shall be Colombian.
- Representatives of the international business community with children enrolled in CGB. .
- The British and U.S. Ambassadors to Colombia will have the right to name a representative to the Advisory Board with children enrolled in the school.
- The Alumni Association will have the right to name a representative to the Advisory Board.

With the exception of the Director and the General Manager, each member of the Advisory Board may be represented by a substitute on those occasions when they cannot attend a maximum of three meetings in one academic year. Substitutes may participate freely in the discussions, but shall not be permitted to vote. If a member of the Advisory Board is absent in three consecutive meetings, they will automatically lose their place on the board, and be replaced.

The Advisory Board provides advice and support to the Director of the school. The general responsibilities of the Advisory Board include, but are not limited to:

- promoting the philosophy and objectives of the school.
- setting school policy.
- approving the annual objectives of the Director.
- providing an annual evaluation of the Director to the Board of Directors.
- appraising its own performance on an annual basis.
- supporting the development of long-term plans for the school.
- in accordance with Colombian law, providing preliminary approval of any increases in fees.
- approving the school's General Calendar
- addressing appeals that have been formally filed with respect to decisions of the Convivencia Committee

c. The Director

The Director of Colegio Gran Bretaña is the Chief Executive Officer of the school. S/he shall be appointed and removed by the Board of Directors (Junta Directiva).

It is the Director's responsibility to:

- provide leadership to the school community.
- ensure the fulfilment and implementation of the educational philosophy of the school.
- oversee the total operation of the school within approved policies and budget.
- oversee curriculum design, delivery and review.
- provide and implement short and long-range planning.
- organise and lead Advisory Board Meetings.
- recommend policies to the Advisory Board.
- prepare an annual budget together with the General Manager for approval by the Board of Directors.
- assist the General Manager in long-term financial planning.
- recruit, appoint, allocate, appraise, develop and where necessary, dismiss staff.
- promote the development of the school's curricular and extra-curricular programmes.
- represent the school with all relevant educational agencies, national and international.
- oversee the development of the school's facilities together with the General Manager.
- hold ultimate responsibility for the development and safety of the students.
- authorise payments within the context of the approved budget.

d. The Senior Leadership Team

The Senior Leadership Team (SLT) consists of the Director, Vice-Rector, Head of Primary, Head of Secondary, the Administrative Director, the Head of the Spanish and Sociales Department and the Director of Marketing and Communications. The SLT's responsibilities are:

- to provide leadership to the school through the relevant sections.
- to ensure the school philosophy is understood and implemented among the staff and students in the relevant sections.
- to put into practice approved policies of the Advisory Board.
- to present budget recommendations to the Director.
- to ensure that the curriculum is appropriate and reviewed according to the curriculum review cycle, to include provisions for special needs students and the Spanish and Sociales curriculum.
- to provide information to the Director to be taken into consideration for the short and long range planning of the whole school.

- to organize full staff and section meetings, ensuring two-way communication between SLT and the relevant sections of the school.
- To consult with the Director in relation to recruitment, contract renewal, appointment, dismissal and allocation of staff. The Director, however, will be the final decision-maker in this process.
- To carry out the staff appraisal process and identify possible areas of staff training and development.
- To promote the development of the school's curricular and extra-curricular programmes.
- To ensure that health and safety standards are upheld to ensure the safety and development of the students.
- To advise and be part of the admissions process and, where appropriate, serve on the Admissions Committee.
- To ensure that school maintenance and cleaning are up to standard.
- To oversee issues related to transport, extra-curricular and catering services.
- To oversee supervision timetables so that students are supervised at all times for all school events.
- To design the academic calendar.

e. The Parent Teacher Association (PTA)

The Parents Teacher Association at Colegio Gran Bretaña exists to support the work of the school, to develop a community spirit among its members, and to raise extra funds for special purchases.

Events supported by the PTA in recent years have included Halloween, Christmas and Easter Celebrations, Used Book Fair, Garage Sale and Lego Competition. Welcoming coffee mornings are held from time to time to enable new parents to meet each other as well as existing parents.

The PTA Board consists of five elected parents. Additionally two teachers who serves as a link between the PTA and the academic staff. Elections are held in June for the following school year. Regular meetings of the PTA serve as a possible channel for comments and queries from parents to the school. There is an annual membership fee per family. Parent membership to the PTA is optional.

f. Parent Council

Another link between parents and the school is through the "Parent Council", which is composed of one parent who represents each class / form group. The Parent Council has the following functions:

- To ensure the active participation of the parents in the development of the educational processes of the school.
- To serve as an additional channel of communication between the parents, the Parent Teacher Association, and the Advisory Board of the school.
- To present initiatives and recommendations to the Parent Teacher Association

Room Parent Representatives are elected by parents in each class at the "Back to School" event. Each class will have one representative to act as a bridge between the teachers, the parents of students in the class, the school administration, and the PTA.

Room Parent Representatives assume various roles throughout the year they:

- Promote an environment of confidence, understanding, integration, cooperation and agreement between the different parts of the school community.
- Serve as a point of contact with the other classroom parents. Collect email, phone numbers, or other contact information to make a class list to be shared by all parents in the class, which can also be used as a phone tree in case of emergencies.
- Promote integration among the class parents.
- Welcome or bid farewell to new families arriving or leaving the country.
- Invite parents to read, decorate, or share their knowledge in any topics related to the school curriculum or PTA activities.
- participate in the PTA's monthly meetings.

g. Student Council

The students of Key Stage Two and Secondary at Colegio Gran Bretaña form a Student Council each year. The Student Council is a forum for student ideas, which offers practice in self-government and allows students, in keeping with the level of maturity, to participate in group decision-making and community service.

The Director shall appoint a faculty advisor for each Student Council. One Year 13 student from amongst the Student Council president, Head Prefect and Personero will be elected to serve as the student representative of the Advisory Board.

The Key Stage Two and Secondary Student Councils shall be comprised of a student representative of each form class from Year 3 through Year 13. The students of each class choose their representatives to the Student Council through silent ballot during annual elections. The Officers shall be elected by the members of the Student Council.

h. Assessment and Promotion Committee

a) The Head of each section (Primary and Secondary) will establish an Assessment and Promotion Committee for their respective areas.

b) The committee will be composed of at least the following members:

The Director or his/her delegate (Vice Rector)

Head of Section

The Head of Additional Language Department (ALD)

The Head of Counselling and Emotional Guidance (CEG)

The Head of Educational Achievement Department (EAD)

The class teacher of the student under discussion (Primary only)

A Spanish/Sociales teacher who teaches in the section where the student is located (Primary)

A subject teacher (Secondary only)

A parent representative

c) The Head of Section will call and run the meetings.

d) The meetings will be convened every term.

e) The committee has as their principal objective that of defining the promotion of the student(s) and making recommendations of activities for reinforcement and to initiate strategies designed to overcome difficulties faced by students in specific areas of the curriculum.

f) At the end of each assessment period, the committee will analyse the cases of students with 'Insufficient' (3) or 'Deficient' (2 or 1), who run the risk of failing the year due to academic or non-academic issues in any of the areas and will make general or specific recommendations to the teacher(s) and to other support services available regarding activities for reinforcement and improvement.

g) Having carried out this analysis, The Committee will invite parents, students and relevant teachers to a meeting with the goal of presenting them with a plan of reinforcement and to acquire a full commitment on the part of all those involved in the process.

The Committee will also analyse the cases of outstanding performance with the objective of recommending special challenging activities or even early promotion.

The Committee will also establish whether the students and staff have correctly followed and complied with the recommendations set in the previous assessment period.

The decisions, observations and recommendations of The Committee will be minuted and this will act as evidence to support future decisions regarding the promotion or non-promotion of a student in the future.

i. Comité de Convivencia (Coexistence Committee)

The Comité de Convivencia as required by Colombian Law 1620 (2013) exists in order to prevent any form of violence or abuse within the school. It will be convened to discuss all incidents that involve any form of serious conflict (including cases of bullying) between students, or between staff and students.

The Committee consists of:

The Vice Rector

A Psychologist

Head of Section

A Parent Representative

President of the Student Council

Personero/a (Student Advocate)

Each case will be discussed and analysed from these multiple perspectives, and a consensus will be reached in order to determine an appropriate course of action, including, but not limited to, sanctions, mediation, restorative practices and the potential cancellation of a student's matricula.

CHAPTER 4 – ACADEMICS

CGB's Statement of Learning:

Learning at CGB is a holistic, innovative, transformative and learner-centred process for the entire community. It is a challenging journey designed to develop knowledge, skills and understanding through a foundation of enquiry. The school nurtures its students within an inspiring and focused environment that fosters collaborative, inclusive and effective learning.

a. The Curriculum

In the Primary School, children learn with the highly-appraised International Primary Curriculum (IPC) together with the National Curriculum of England's standards for literacy and numeracy. In the Secondary Section the International Middle Years Curriculum (IMYC) follows on from the IPC in Years 7-9. This is also based on many parts of the English National Curriculum. In Years 10 and 11 the Cambridge International General Certificate of Secondary Education (IGCSE) course is studied before all students begin the International Baccalaureate Diploma Programme in Years 12 and 13. The addition of the Colombian Sociales or Cultura Colombiana are studied from Year 3.

The National Curriculum of England is organised in **Key Stages**:

Section	Key Stage	Year Groups (Class)	Curriculum
Primary	Foundation Stage	Nursery and Reception	EYFSP Early Years Foundation Stage Profile
	Key Stage 1	Year 1 – Year 2	IPC International Primary Curriculum
	Key Stage 2	Year 3 – Year 6	
Secondary	Key Stage 3	Year 7 – Year 9	IMYC International Middle Years Curriculum
	Key Stage 4	Year 10 – Year 11	IGCSE International General Certificate of Secondary Education
	Key Stage 5	Year 12 – Year 13	IBDP International Baccalaureate Diploma Programme

The National Curriculum of England includes the following subject areas: English, mathematics, science, art and design, computing, design and technology, geography, history, languages, music and physical education.

As additional languages we offer Spanish and French, and English for those who are not native speakers. For students who have all three of the aforementioned languages we offer an online learning platform for an additional language.

Computer Science is offered from Year 3 onwards, while ICT is integrated across our whole curriculum.

A programme of citizenship and PSHE (Personal, Social and Health Education) is a key part of our curriculum. As well as in discrete lessons, this is offered through assemblies, circle time in classrooms, guest speakers, integration activities, and special focus activities in conjunction with the CEG (Counselling and Emotional Guidance) department and through reinforcement directly and indirectly in all subject areas.

Children and young people in school need to develop their whole personality, so that important qualities like determination, persistence, curiosity, imagination, reliability, flexibility, adaptability, enthusiasm and the ability to work in teams can flourish, especially if they are to be able to adapt to changing circumstances. A major purpose of the school's curriculum is to develop the subject knowledge, personal and social qualities children are going to need as the adults of the future.

b. Methodology

The teaching methodology of the school is firmly based on the conviction that a broad variety of teaching and learning styles and strategies are essential to effective academic and social development, not only appropriate to different age and maturity levels, but also to the different learning styles of individuals. Each student is respected as an individual, and his/her individual needs are assessed and addressed through differentiation in the classroom. Students need to be appropriately and realistically challenged, with new targets and goals being provided to succeed ones already achieved.

c. Home Learning Policy

Definition:

Home learning is an out-of-classroom activity that provides an opportunity for students to practise and reinforce what they are learning in class.

Purpose:

At CGB we believe the purpose of home learning tasks is to consolidate, reinforce and extend the skills, knowledge and understanding of our students. It should be easily accessible and achievable for all and support the differentiation and material covered in lessons. The purpose of homework is also to develop skills of independent research and self-discipline in order to encourage lifelong learning.

Home Learning has one or more of the following four purposes:

- **Prepare** information or materials for future learning activities (e.g., gather resources, read something for a class discussion, watch a flipped teaching video or rehearse for a presentation).
- **Practice** new knowledge or new skills (e.g., read for pleasure, practice physical skills, practice a musical instrument, use new knowledge to complete a project, or practice basic literacy and mathematics skills).
- **Enrich** students' understanding of a topic and apply it in new ways (e.g., research local news, investigate a science experiment, write daily or weekly reflections in a journal, or apply skills to a class project).
- **Extend** and challenge students to further develop their knowledge and understanding.

(Adapted from the Nova Scotia Homework Policy:

https://www.ednet.ns.ca/files/policy-documents/homework_policy.pdf)

Nature of Homework in CGB

Primary:

Homework assigned in Primary aims to:

- enhance student learning of foundational skills in reading and mathematics (e.g., reading for pleasure, educational games)
- gradually introduce time to practice or apply learning in other subject areas
- promote healthy growth and development (e.g., practicing physical skills, interviewing family members)

Foundation Stage (Nursery & Reception)

Tasks will enhance student learning of foundational skills in Phonetic and Mathematical development and include:

- *Learning Toolkits* (sound books and number toolkits)

Key Stage 1 (Year 1 & Year 2)

Tasks will enhance student learning of foundational skills in Phonetic and Mathematical development and will include:

- *Learning Toolkits* (sound books and number toolkits)
- Reading Books (in English and Spanish, 15 - 20 mins a day)
- Mathematics online practice tasks
- Spelling activities/practice

Key Stage 2 (Year 3 - Year 6)

Tasks will enhance student learning of foundational skills in Reading and Mathematical development and will include:

- Daily Reading (English and Spanish)
- Weekly Spelling (English)
- Mathematics tasks (online maths games/skills practice)
- Activities connected to the IPC (interviewing family members, research etc)

Key Stage 3 (Year 7 - Year 9)

Home learning will not be used for grades in KS3 but will be tasks in preparation for assessments within class e.g. flipped classroom, readings, watching documentaries, preparation for tests. More generally it will be to expand and consolidate students' learning of advanced skills and subject-specific knowledge. Feedback will be timely and well focused and help individual students to further develop their potential. Differentiation, as in the classroom, is an important aspect of homework that allows all students to easily access the homework while at the same time ensuring they are appropriately challenged.

Key Stage 4 and IB Years (Year 10 - Year 13)

At KS4 and IB home learning will be in line with the other key stages in terms of its nature, although due to the demands of externally assessed courses there will be times when home learning is graded, for example the extended essay at IB and coursework at both IB and IGCSE level.

Timings for Secondary Home Learning per evening Monday to Friday:

Year 7	Year 8	Year 9	Year 10	Year 11	Year12	Year 13
50 minutes	60 minutes	70 minutes	90 minutes	90 minutes	120 minutes	120 minutes

* Please note, the maximum amount is in total per evening, not per subject.

Responsibilities of Teachers, Students and Families:

Teachers will:

- Communicate home learning tasks via PHIDIAS in Key Stages 3, 4 and at IB level. In Primary, home learning tasks will be shared in the Weekly Objectives Letter.
- Implement the expectations outlined in the policy, in all classes.
- Evaluate homework and provide timely and meaningful feedback to students.
- Follow up with families if a student is consistently unable to complete homework assignments on time.

Students will:

- Check PHIDIAS on a daily basis for home learning tasks posted (Secondary only)
- Complete home learning tasks on time and to the best of their ability.
- Seek a clear understanding of assigned tasks (e.g., objectives, timelines, resources needed) and ask for clarification, ahead of the deadline, if expectations are not clear.
- Learn to manage the time and resources they need to complete home learning.

Families will:

- Regularly check PHIDIAS and keep informed about pending tasks.
- Provide encouragement and appropriate support to help students develop study skills at home (e.g., time management).
- Help students balance time spent on home learning tasks, extracurricular, and out-of-school commitments.
- Contact teachers if their child is regularly unable to complete home learning tasks or needs significant amounts of time or help.

d. External Tests and IB Diploma

Students from Year 4 to Secondary (excluding Year 13) will sit Cognitive Ability Tests (CAT 4) in order to provide us with external predictions of how students should perform in their IGCSE and IB exams. This information will allow staff, students and families to measure all work that is completed with this Estimated Minimum Grade.

At the end of Year 11, students sit their IGCSE examinations. All Year 11 students must present at least the basic core of English, Maths, a Natural Science, and Spanish (if it is their native language).

At the end of Year 13, students sit the International Baccalaureate Diploma Programme examinations, which are marked by external IB examiners. Students also complete internal assessment tasks, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The Diploma is awarded to students who meet the IB requirements, and do not fall into any of the failing conditions. Please consult the IB Handbook for the most up to date information on what students need to achieve to pass their Diploma successfully.

It is a requirement of Colombian Educational Law that all students in Years 5, 7, 11 and 13 have to present the Pruebas Saber exams. The results of the exams that Year 13 students sit will be attached to their final report.

US College Board Testing Service

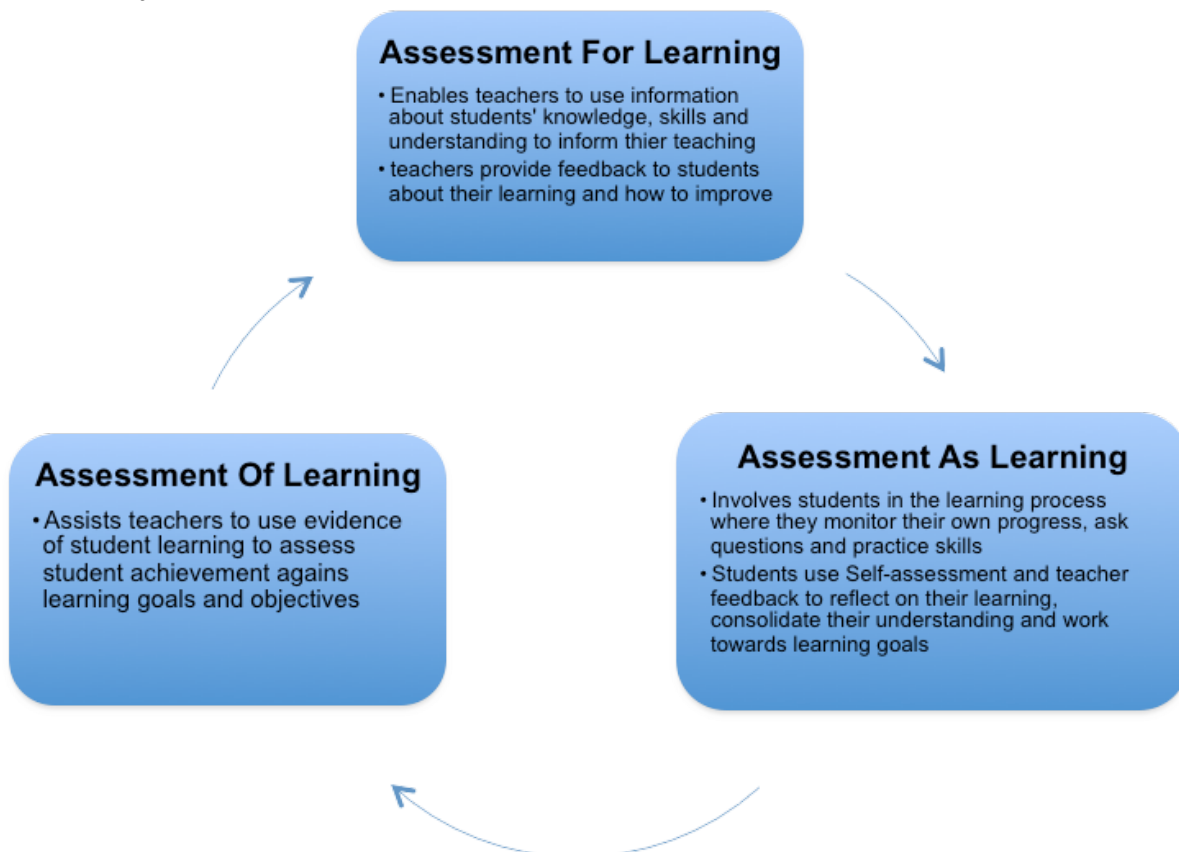
The school will administer PSATS when possible. Students are offered orientation for the SAT and ACT University Admission Examinations. A new online platform called NAVIANCE has been bought and will be implemented in the academic year 2015-16 to support all students in becoming “College Ready”. The focus is on Universities in the USA, but much of the content is easily applied to other countries and career path development.

e. Assessment Policy for Primary -

Our Definition:

At CGB, we consider assessment to be an essential part of the teaching and learning process, which is built into teachers' planning. Assessments could be both formative and summative. They need to be useful and manageable. Assessments are shared and clearly communicated between students, parents and teachers.

Forms of Assessment:



Guiding principles:

- All assessment is based on the relevant learning objectives for each subject or set of skills.
- Assessments are based on knowledge and skills whilst being authentic and contextual.
- A variety of assessment tools are used, depending on the learning objectives/type of task set/the age and ability of the student.
- Sharing assessment criteria with students, prior to learning, guides them towards achieving their objectives.
- The CGB Policy on Academic Honesty is applied to all learning that takes place at school.
- Students are guided to understand how to progress from beginning towards developing and then mastering a wide range of skills through meaningful and timely feedback.
- Students are given varied opportunities to demonstrate their learning.
- Teachers tailor assessment to the specific requirements stipulated in students' Learning Support Plans (LSPs), and make modifications as required.

Types of assessment:

Teachers use a range of assessment tools in order to modify and differentiate their teaching and encourage students to reflect, self-assess and take ownership of their learning.

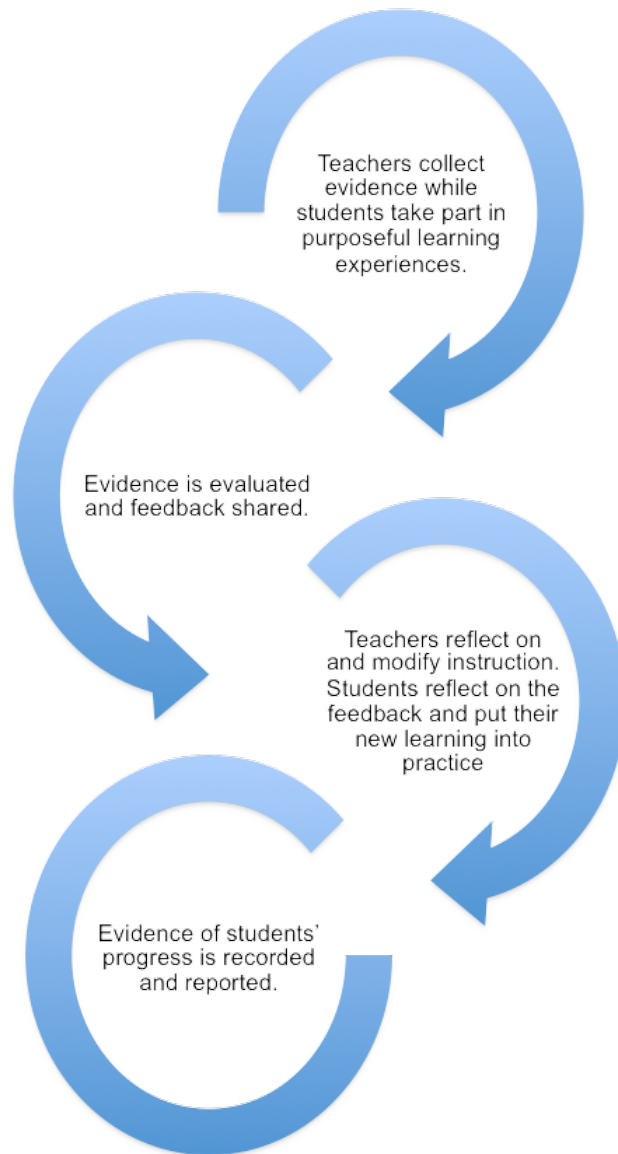


- are used to collect information on prior learning;

- are used to show progress towards specific learning objectives;

- demonstrates the level of achievement against the learning objectives.

Assessment Cycle:



Feedback:

- Feedback connected to the assessment criteria is essential for learning and is communicated to students.
- Students are encouraged to use the feedback given to enhance their future learning.
- Information from assessment is used by teachers to modify and differentiate their instruction.
- Teachers use feedback to empower students so that they can understand how to progress

Recording:

Teachers keep detailed records of all assessments that take place as evidence of learning. For example: portfolios, spreadsheets, tracking documents, photographs, videos, written observations, etc.

Moderation:

Procedures are put in place to ensure consistency of marking, including the proper application of the assessment criteria.

Reporting:

In the Primary section, a detailed report of each student's achievement and progress, together with targets for improvement, is made available on PHIDIAS at the end of each term.

Reports will include:**Term 1 & Term 2**

- Student achievement and progress is shown as Not yet Demonstrated, Beginning, Developing or Mastering against each objective.
- Target/s for improvement are given in each subject.
- An effort grade for each subject.
- General comments written by the class teacher which address the whole child (attitude/interaction/engagement/responsibility/personal goals/lifelong skills etc).

Term 3

- Student achievement and progress is shown as Not yet Demonstrated, Beginning, Developing or Mastering against each objective.
- Target/s for improvement are given in each subject.
- An effort grade for each subject.
- General comments written by the class teacher which address the whole child (attitude/interaction/engagement/responsibility/personal goals/lifelong skills etc), including an acknowledgement of exemplary achievement or effort that has been made throughout the year.

LEVEL DESCRIPTORS:

Level	Descriptor
Not yet demonstrated	No evidence of achievement in this area even with support. The student is unable to accomplish grade-level tasks.
Beginning	The student demonstrates the initial stages of understanding of the required knowledge and skills, however can only apply them with support.
Developing	The student demonstrates a good general understanding of the required knowledge and skills that are expected at this grade level and they can apply them in a variety of situations with minimal support.
Mastering	The student displays a consistent and exemplary understanding of the required knowledge and skills and can apply them almost faultlessly, and independently, in a wide variety of situations. Consistent analysis, synthesis and evaluations are evident. The student demonstrates originality and insight.

An Example:

Objective	Not yet demonstrated	Begin-ning	Developing	Mastering
To be able to read and write numbers to at least 100 in numerals and in words				✓
To be able to identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.		✓		
Add and subtract numbers using concrete objects, pictorial representations, and mentally.			✓	
Effort				Good

Target: To be able to name and describe the properties of a triangle, rectangle and square.

f. Assessment for Learning Policy for Secondary

1. What is the purpose of assessment?

At CGB, we consider assessment to be an essential part of learning. This is sometimes called “assessment as learning” or “assessment for learning”.

Through teacher, peer and self assessment, students and teachers discover how much students know and advise them on how to improve their learning.

2. What are our guiding principles?

- All assessment is based on the relevant learning objectives for each subject or set of skills.
- Assessments are skill-based, authentic, contextual and promote higher-order thinking.
- A variety of assessment tools are used, depending on the learning objectives / type of task set / the age and ability of the student.
- Assessment criteria are always shared with students prior to learning.
- The CGB Policy on Academic Honesty is applied to all learning that takes place at school.
- When planning each unit of study, teachers follow a three step approach:
 - Design the assessment task/s
 - Create the criteria
 - Design the learning activities.
- Meaningful and timely **feedback** is provided to the students in order to improve learning.
- Students are helped to understand how to progress from *beginning* towards *developing* and then *mastering* a wide range of skills.
- We do not give students zeros, as this does not reflect the learning that has taken place.
- Attitudes and learning skills are desirable but should be reported on and not graded.
- We do not reduce grades due to late submission of work. Instead, this will be recorded on the student tracker, a detention will be given and students will lose marks for self management skills. If a student in KS4 or KS5 fails to submit an assignment, they have until 9.45a.m. on the following Monday to submit it. Failure to meet this extension will result in an N for Non-Submission. One N will disqualify the student from being able to participate in the Gold, Silver and Bronze Academic Awards.
- Students are given varied opportunities to demonstrate their learning.
- Teachers will tailor assessment to the specific requirements stipulated in students’ Learning Support Plans (LSPs), and make any modifications as required.
- All graded assessment tasks in Key Stage 3 will be given classroom time to complete and, occasionally, they may continue this at home. From Year 10 to Year 13, students will be expected to use time at home to work on and complete the writing of coursework including Extended Essays, TOK assignments, Written Tasks, Practice IOCs, CAS, research for FOAs and portfolio / studio work in Visual Arts.

3. How will students and teachers use feedback?

- Feedback connected to the assessment criteria is essential for learning and is communicated to students as soon as possible after each task (including non-graded work).
- Students are encouraged to use the feedback given to enhance their future learning and may be allowed to re-do assignments under certain conditions, at the teacher’s discretion.*
- Information from assessment is used by teachers to modify their instruction.
- Teachers use feedback to empower students so that they can understand exactly how they are progressing and how to overcome their weaknesses.

Conditions for re-submission of assignments - at the teacher's discretion:

- Normally, students will not be allowed to re-do work once it has been graded. However, students may re-submit work in order to correct a misunderstanding or improve skills (but not if this was because the work was submitted late or due to a lack of preparation for the first assignment).
- Re-submission may be initiated by the student or the teacher, who will notify parents / guardians.
- The re-submit opportunity should enable the student to improve his / her understanding during after school learning sessions. The student should have an opportunity to identify and analyse errors, reflect on his / her understanding and receive support from the teacher.
- A student may re-do a summative assessment at the teacher's discretion, but this will not be allowed for moderated tasks or internal assessments for the IB diploma.

4. How does the assessment cycle work?

- a. First, teachers collect evidence while students take part in purposeful learning experiences.
- b. Then, they evaluate the evidence.
- c. Feedback is given to learners.
- d. Teachers will reflect on and modify instruction. Students will reflect on the feedback and put their new learning into practice.
- e. Evidence of students' progress will be recorded and reported to parents.

5. What types of assessment are used?

Teachers use a range of assessment:

Diagnostic assessment may be used throughout a unit of work, e.g. short quizzes or tests, oral Q & A, pre-assessments, group discussions, observations and demonstrations

Formative assessment is often used to show how far specific learning objectives have been achieved and involves a variety of authentic assessments linked to the central questions being investigated e.g. short and longer written answers, a talk, a multiple choice test etc.

Summative assessment is usually a product or performance at the end of a unit e.g. a presentation, a media project, a reflection on the process of producing a piece of work, a portfolio of work, and end of year exams.

External assessment includes formal testing and examinations such as IGCSEs and IB diploma assessments.

6. How are assessments recorded?

Teachers keep detailed records of all assessments that take place. Grades are submitted to Phidias regularly. (In Secondary, after every 8-10 lessons with class).

Recording assessment in the Secondary Section

At CGB, we assess the skills that are particularly important to prepare students for twenty first century life. Therefore, both lifelong learning skills and academic achievement will be graded. At KS3, this is recorded using a 1-7 point scale, which converts to the stages of development, "Beginning" (1-3), "Developing" (4-5) or "Mastering" (6-7) a given set of learning objectives. Phidias will calculate the stage of development for each subject based on an average of the highest grades for each learning objective.

Each term, students are assessed on a minimum of two or three key learning objectives per academic subject (depending on hours taught each week). A minimum of two grades per learning objective will be recorded on Phidias. The highest grade for each objective will be recorded on the student's end of term report. (An average grade will no longer be calculated). Teachers ensure that each assessment is equally challenging.

In addition, students will receive a grade for each of the following lifelong learning skills:

communication skills (through speech, writing, images, physical / musical expression)

social skills (interaction with peers and adults)

self management skills (organisation, ability to meet deadlines, punctuality and affective skills)

research skills (including use of multimedia, referencing and academic honesty)

thinking skills (creative and critical).

At Key Stages 4 & 5, a similar scale of assessment is used (1-7) and students are assessed the same way. An N will be recorded if a student fails to submit a piece of work, as outlined in Section 3.

For assessments in Maths, one test per assessment will be recorded under each objective. An average will be taken to generate the final grade for that objective. Recuperations as a result of not achieving 4 or more will be focused on the specific area/s in need of improvement.

7. How do we report on assessment?

In the Secondary School, parents and students will receive a detailed report of each student's achievement in both academic and lifelong learning skills, together with targets for each subject. This is made available to parents at the end of each term.

Students in years 7, 8, 9,10 and 12 receive 4 reports per year, whilst years 11 and 13 receive 3 reports. In addition, parents may view their child's attainment grades at any time using Phidias.

Example of KS3 report:

Name: Johnny Briggs

Attendance: X/185

Tutor Group: 7MF

Subject	Thinking Skills	Social Skills	Self-Management Skills (Organisation and Affective)	Communication Skills	Research Skills	Subject Grade (Highest grade per objective)	Beginning/Developing/Mastering	Targets	Additional Comments
English	5	6	5	7	1	1 7 2 6 3 6	Mastering	Use the agreed referencing format when quoting other people's ideas.	
Spanish	5	6	2	7	1	1 7 2 5 3 2	Developing	Submit all evidence of learning in order to ensure that more meaningful targets can be set.	
Science						1 2 3			
History						1 2			
ICT						1 2			
Art						1 2			
Performing Arts						1 2			

Example of a KS4/5 report:

Name: Bernadette Dubois

Attendance: X/185

Tutor Group: 11MF

Subject	Thinking Skills	Social Skills	Self-Management Skills (Organisation and Affective)	Communication Skills	Research Skills	Subject Grade (Highest grade per objective)	Targets	Additional Comments
English	5	6	5	7	1	1 7 2 6 3 6	Use the agreed referencing format when quoting other people's ideas.	
Spanish	5	6	2	7	1	1 7 2 5 3 2	Submit all evidence of learning in order to ensure that more meaningful targets can be set.	
Science						1 2 3		
History						1 2		
ICT						1 2		
Art						1 2		
Performing Arts						1 2		

8. How do examinations and formal testing fit in?

In the secondary school, students study for end of year examinations in all of their key subjects. The final grades for each term represent 90% of their final score, and the end of year examination 10% for years 7, 8, 9, 10 and 12. In years 11 and 13, the practice examination grade represents 20% of their overall mark.

In addition, students in Year 11 take Cambridge / Edexcel IGCSEs and in Year 13, students sit for their final IB Diploma examinations.

Acknowledgement:

Many thanks to Nanjing International School for allowing us to adapt their ideas.

Appendix

Assessment Practices at CGB

TYPE of Assessment	On-going / Diagnostic	Formative	Summative	External
PROCESS	<i>making the soup</i>	<i>when the chef tastes the soup</i>	<i>when the customer tastes the soup</i>	<i>the food critic tastes the soup</i>
Collecting evidence through purposeful learning experiences	Skills focused Knowledge focused Trans-disciplinary skills (approaches to learning)	A variety of authentic assessments Portfolios	A variety of authentic end of unit assessments which are consistent across year group / subject End of year exams Portfolios	IGCSEs Moderation of assessments and end of year exams IB diploma exams
Evaluation of evidence	informal based on teacher observation Immediate or same / next lesson	according to programme criteria Reflects scope and sequence Within 3 lessons	according to programme criteria Reflects scope and sequence Within one week	yearly by HOD, Academic council, Head of Secondary, Director and SLT Identify strengths, areas for growth, trends
Providing feedback on evidence	verbal, written, video, mp3, visual Self assessment Peer assessment Teacher / student conference	Self assessment Peer assessment Teacher assessment Teacher / student conference Student led conference	Self assessment Peer assessment Teacher assessment Teacher / student conference Student led conference	to all teachers by relevant HOD / Coordinator
Recording evidence	anecdotal notes Grades with comments	reflects programme criteria Highest per objective recorded on Phidias On portfolio	reflects programme criteria Highest per objective recorded on Phidias On portfolio	Phidias Moderation notes by HOD IGCSE - KS4 Coordinator IB Coordinator

Reporting on evidence	trans-disciplinary (lifelong learning) skills and academic achievement	termly report grades	termly report grades and end of year exam grades	annually to parents Director's report
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g. IB Assessment Policy

1. In order to graduate and receive the IB Diploma, students must pass all subjects, including Extended Essay (EE) and Community, Action and Service (CAS).
2. Students are expected to meet all deadlines.
3. In Year 12 and for Terms 1 and 2 of Year 13, the CGB Secondary Assessment Policy applies.
4. Students are expected to attend all IB classes in both Years 12 and 13 in order to pass the term, the year and to graduate. If a student does not fulfil this requirement, the Promotions Committee will review the case in order to determine whether the student has passed or failed the year. (The maximum a student can miss lessons is 10%).
5. Parents must provide a medical note for any absence or communicate directly with the Vice-Rector in the case of a request for compassionate leave in extreme circumstances.
6. If a student fails 1 or 2 subjects at the end of Year 13, they have the opportunity to recuperate. If they pass the recuperation exams, they may participate in the formal graduation ceremony.
7. If a student has not passed all recuperations, they have failed the year. They may have one further opportunity to recuperate one subject a second time, but can not attend the formal graduation ceremony. These students may collect their certificate from the Vice-Rector.
8. If the student fails the year, but obtains the full IB Diploma, their status is automatically updated to a pass for Year 13. These students may obtain their updated graduation certificate from the Vice-Rector.

This policy was written in July 2014. It shall be reviewed throughout the year and updated annually.

h. Reporting to Parents

In addition to regular communication through Phidias (network platform), the student diary in Primary, and informal meetings, written reports and more formal parent-teacher consultations are incorporated into the school's calendar at regular intervals.

Phidias Agreement

Connecting the CGB community

Agreements, roles and expectations of community members

Overall aims: Phidias is an online tool to facilitate communication between students, teachers, parents, CGB leaders and Administration. The success of the tool depends on each member's commitment to its regular use.

PRIMARY SCHOOL

- Circulars and communication from CGB will be sent through Phidias
- All teachers and parents will be able to communicate with each other (the Agenda will still be used daily) and teachers will respond within 2 working days.
- All class teachers will send a Weekly Objectives letter at the start of the week. This will include homework tasks, information for parents about upcoming events and a description of what the children will be working on during the week.

SECONDARY SCHOOL

- Circulars and communication from CGB will be sent via Phidias
- All staff and parents will be able to communicate with each other, and staff will respond within 48 hours.
- Teachers will post grades once every two weeks so that students and parents can monitor progress.
- Teachers will post ALL homework at least 3 working days before the due date, if homework is NOT posted, students will NOT have to complete it.
- Students will have their own access and password to Phidias.
- Students are expected to check Phidias everyday for homework tasks.
- Students will communicate with their teachers and CGB leaders through Phidias.
- Students are expected to read and check appropriate communications for them from school.

HEADS OF DEPARTMENT

- Additionally, Heads of Department in the Secondary School are expected to regularly monitor and review the academic grades posted by teachers to review the academic performance in their subject and check that teachers are entering grades as required.

HEADS OF SECTION

- Furthermore, all Heads of Section will use Phidias to communicate any circulars/communication about their section.
- All Heads of Section will regularly monitor and review the academic grades posted by teachers to review the academic performance in their section and check that Heads of Department are monitoring the teachers.

VICE RECTOR AND DIRECTOR

- Additionally the Vice-Rector & Director will regularly monitor and review and monitor the use of Heads of Section.

PARENTS

- All parents will ensure they have access to Phidias and know how to use the system
- Parents will attend training as required to develop skills on using Phidias
- All parents will check Phidias daily to review homework
- All parents will check Phidias daily to review any communications from school
- All parents will communicate with their children teachers/CGB leaders/Administration and expect a response within 2 working days.
- Parents will authorize all outings, co-curricular and extra-curricula activities, payments, absences, transport issues etc. before the published deadline date. If the deadline is missed, then children will not be allowed under any circumstances, to participate.
- Parents will not share their Phidias password with their children under any circumstances, for security reasons.

Back to School Day

At the start of each school year, there is a “Back to School” Day, which all parents are strongly encouraged to attend. Parents with children in Primary classes go to their child’s classroom to hear a presentation from the class teacher regarding curriculum expectations for the coming school year.

The Head of Secondary and his/her staff will present themselves and their subjects to parents of secondary students. This is not an occasion for discussing individual student performance: the session is designed to give parents an opportunity to get to know your children’s teachers better, to give them a good idea of what the coming year holds for their child, and to discuss any aspects of the curriculum or teaching philosophy you wish. All staff must be available for consultation on this occasion.

Report Writing

There are four reports during the year for students up to Year 12. Year 13 students only receive two written with a final summary report at the end of the year. The final summary report is a summary of the previous terms compiled by the Academic Secretary. Students’ reports are issued to parents at the beginning of the following term.

These reports are quantitative and qualitative. Objectives from each of the subject curricula form the basis of the report. Students receive grades indicating whether they are working above, within or towards level expectations. Grades for effort and overall achievement are also recorded. The table below (in the Grading Scale section) indicates the components of each term reports.

New Students Policy:

The procedure for students who have been in school for more than 20 school days is:

- He/she will receive effort and achievement grades – based on the objectives that have been covered during the period they have been in school.
- He/she will receive the corresponding targets and/or comments depending on the term.

The procedure for students who have been in school for 10 - 20 school days is:

- Secondary: Form Tutors write their comments about the student’s adaptation process, after having consulted with other teachers. The following subject teachers (English, Science, Maths and Spanish) write a comment or target depending on the term.
- TERMS 1 and 3: Comment with targets included.
- TERM 2: Targets
- Primary: Class teachers write a general comment. This comment includes information on the student’s performance in Literacy and Maths. Students do not receive targets or comments in the other subjects.

No report is given to students who have been in school for less than 10 school days.

Students on the non-English speaking programme

When a student is enrolled in the school and he/she is placed on the non-English programme: they follow the reporting procedure outlined in the ALD policy.

SMART Target Setting

SMART Targets are included in all reports during the academic year. These targets form an important element in our approach at Colegio Gran Bretaña. SMART targets are:

- Specific

- Measurable
- Achievable
- Realistic
- Time-related

They provide directions in which parent and child can work to improve performance levels. They may build on strengths, plug gaps, or work on areas of weakness.

These targets are reviewed and revised during the course of the school year. Indeed, students who were with us last year will have targets from their last report to review at this time. Individual target setting helps students move from one level of performance to the next. Targets show the particular needs a pupil has, and pinpoint appropriate areas on which to focus efforts.

Grading Scale

In FS/KS1 the following grading descriptors are used:

LEVEL	FS/KS1 GRADING LEVEL DESCRIPTORS
Not yet demonstrated	No evidence of achievement in this area even with support. Demonstrates a lack of understanding. Unable to accomplish grade-level tasks.
Beginning	The student demonstrates the initial stages of understanding of the required knowledge and skills, however can only apply them with support.
Developing	The student demonstrates a good general understanding of the required knowledge and skills that are expected at this grade level and they can apply them independently.
Mastering	The student displays a consistent and exemplary understanding of the required knowledge and skills and can apply them faultlessly, and independently, in a wide variety of situations. They consistently demonstrate originality and insight.

KS2 and Secondary students will be graded from 1 to 7 in each subject, 7 being the highest grade, 4 and above is a passing grade.

KEY STAGE TWO GRADE DESCRIPTORS

GRADE	LEVEL	DESCRIPTION
1	(Very Weak)	No achievement in terms of the objective even with support
2	(Weak)	Very limited achievement against all the objective. The student has difficulty in understanding the required knowledge and skill, and is unable to apply them fully in normal situations, even with support.
3	(Below average)	Limited achievement against the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	(Satisfactory)	A good general understanding of the required knowledge and skills, and the ability to apply them in normal situations without constant support.

5	(Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	(Very good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7	(Excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluations where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

SECONDARY

SCALE	DEFINITION	PERCENTAGE
1	Very poor performance	0%-24%
2	Poor performance	25%- 39%
3	Insufficient performance	40%-55%
4	Satisfactory performance	56% -65%
5	Good performance	66%- 75 %
6	Very good performance	76%- 85%
7	Excellent performance	86 %-100%

Percentages per term (Secondary)

From Year 7 to Year 12 assessments are given over three terms each year, except for Y13 that has only two terms. End of Year Exams are sat in Years 7-13. For Years 11 and 13 the mock exams are in lieu of the final examination. The percentage weighting is as follows:

Term 1	Term 2	Term 3	Final Exam
30%	30%	30%	10%

In Years 11 and 13 students present either the IGCSE or IB Diploma mock examinations at the end of February/beginning of March. These internal exam grades will replace the final May/June exam.

Each term and final exam will have the following weight (Year 11 and 13):

Term 1	Term 2	Mock Exam
40%	40%	20%

KS4 (Years 10 to 11)

Most IGCSE subjects will allow a candidate to obtain grades of A to G. Some subjects are divided into 2 levels;

the Core and the Extended examinations. Depending on the ability and the career choice of the candidate, the teacher will counsel the candidate to decide on the level.

The percentage ranges below are here to provide you with a guideline of the percentages to aim for. Slight adjustments may be made to these ranges depending on the subject and testing method.

Percentages for extended subjects	IGCSE Level
Greater than 75	A*/A
60 – 75	B
50 – 60	C
45 – 50	D
Less than 45	E

Percentages for core subjects	IGCSE Level (core)
Greater than 75	C
60 – 75	D
50 – 60	E
45 – 50	F
Less than 45	G

Accessing Reports

Every family can access the school reports via Phidias two days before the Parent/Teacher/Student Consultation Day, provided that they are up to date with their payments in the school. During the term, parents are able to access grades of their children’s work via Phidias. There are “blackout periods” during report writing sessions in which the system is closed to parents.

i. Student Promotion

At the end of each school year the Promotions Committee for each section is responsible for deciding which students need to repeat the year in order to support them in reaching their full potential.

j. Repetition of a Year

Grounds for repetition of the year correspond to any of the following:

FS (Nursery and Reception) and KS1 (Year 1 & Year 2)

- a. The Promotions Committee will meet to decide if year repetition is necessary for a student due to an insufficient level of maturity development and/or that a significant number of the learning objectives are found to be in need of further support since the student is still at the stage of ‘working towards achievement’.
- b. A student that has excessive unexcused absences during the school year.
- c. Students are only allowed to repeat the year once at Colegio Gran Bretaña.

KS2 (Year 3 to 6) A new policy needs to be approved by the Academic Council (IPC)

- a. If a student has a final grade of 3, 2 or 1 in three or more of these core subjects, year repetition will be automatic. The Promotions Committee will decide if year repetition is necessary for a student that has a final grade of 3, 2 or 1 in two of the five core subjects; English, Spanish, Mathematics, Science and Humanities.
- b. A student that has obtained a final grade of 3, 2 or 1 in Mathematics, English Language, Science, Humanities and/or Spanish Language (advanced) during two successive years.
- c. A student that has excessive unexcused absences during the school year.

Secondary

- a. A student has a final grade of 3, 2 or 1 in three or more subjects*. The following subjects will be weighted as half-subjects when contributing toward year repetition; PE, Music, Art, French. **(Art and Music at IB or at IGCSE level or above will count as one subject area.)**
- b. A student that has obtained a final grade of 3, 2, or 1 in Mathematics, English Language or Spanish Language (advanced) during two successive years.
- c. A student that has 10% of absences during the school year.

*LAKUA is not counted as a separate subject. It is designed to support all students to access the various curricula taught in English.

k. Recuperation work

When the students do not meet the expected outcomes in one or more subjects (Science, ICT, DT, PSHE, Music, Art or PE) they are required to complete an appropriate project. Additionally, they may also be asked to give an oral presentation or formal assessment.

When Secondary students do not meet the expected outcomes in one or more subjects (English, Spanish, Humanities, Science or Maths), they are required to attend recuperation classes once a week after school.

When a student obtains 1, 2 or 3 as his/her final achievement at the end of a term, he/she can receive extra support from the teacher during the following term. This assistance can be in the form of additional explanations and/or extra homework, and may include additional lessons once a week for KS2 & Secondary. In Secondary this support will be available only for students who have completed 100% of the assessment process and show commitment in the subject, but in spite of their effort, do not meet the expected targets. Students who do not fulfil the above described requirements are not eligible for the additional help, but at the teacher’s discretion may present additional work.

When a student fails a term, he/she has the opportunity to recuperate the failed subject during the next term. In the case of a failed subject at the end of the year, the student is given the opportunity to recuperate the exam in the final week of school. After recuperation, the next report shall contain an additional box titled “Recuperation Grade”. The recuperated grade will be placed in this box for the corresponding subject, even if this new grade is a 1, 2 or 3. At the end of the year, in addition to the final assessment summary report, the student will receive a report with all

the recuperation grades.

Students whose promotion to the next year depends upon the recuperation results are not able to register in June of the year in question. Recuperation grades will be placed in Phidias. Please see Assessment Policy for details.

I. The Reward System

We actively encourage and acknowledge both EFFORT and ACHIEVEMENT in both our reporting and Rewards Systems. Both civic and scholastic endeavour is acknowledged at our monthly Flag Raising Ceremony by the awarding of certificates. This takes the form of an assembly to which parents are also invited.

CGB's Colours and Honours Award System

The ethos of the school promotes commitment to excellence in Academic Endeavours, Sports and Sportsmanship & Cultural Activities.

The CGB colours and honours system promotes and recognises excellence and achievement from our students. This recognition is not a “one off” acknowledgement but rather an award that has been earned by the candidate that will be permanently bestowed on them. This special award takes three forms (half-colours, full colours and honours), which once earned, is retained by the student for the remainder of their time at CGB. These awards are applicable in Key Stage Two and Secondary only.

For all three awards, the nature of the acknowledgement will be identified by pins to be worn on the school blazer (secondary) and on the school jersey (primary). The pin will have lettering showing the level of award and in which facet it was given, e.g. academics, rugby, chess, music, ballet, drama, football etc.

Students with half-colours, full colours or honours will immediately be identified by these pins. Pupils will be encouraged to strive for excellence in all aspects of school life.

In order to receive school colours or honours, students must demonstrate absolute commitment and dedication as well as excellence in the particular area. The criteria to earn such recognition will be of the highest standards. By maintaining high principles, these esteemed accolades will uphold their value. Awards may be granted for exceptional achievements that do not take place at the school, e.g. ballet or golf.

Awards may be revoked by the Colours Committee when students are re-evaluated every year.

Examples of criteria to earn colours or honours in a particular field of interest

Half colours

- commitment and dedication
- consistency, i.e. has participated in particular field of interest for at least one year/season at CGB
- loyally represents the school or outside entity at the top level
- demonstrates **very good** aptitude
- For academics: First in year group for two consecutive years.

Full colours

- meets all of the above criteria
- demonstrates **excellent** aptitude
- represents Cundinamarca (significantly strengthens cause but not a requirement)
- For academics: First in year group for four consecutive years.

Honours

- meets all of the above criteria

- demonstrates **outstanding** aptitude and represents Cundinamarca (required, unless not applicable in particular area, e.g. academics)
- represents Colombia (significantly strengthens cause but not a requirement)
- For academics: First in year group for six consecutive years.

Procedures to earn half-colours, colours or honours

Students may be nominated by teachers, peers or their parents. Nominations for school activities such as athletics, basketball, rugby, football, drama, dance etc., need to be referred to the Colours Committee. The committee will then decide if and what award is to be granted by using a rubrics points system. This format should be stored in each student's file, with a copy kept by the school Director.

In the case of external sports/activities (e.g. golf, tennis, karate, wall climbing, ballet etc.), the same system above must be applied. Parents will need to provide original trophies, medals and certificates of achievements to the Colours Committee. CGB will also require that the coach, club or entity that the student represents provide the school with the following written confirmation on official letterhead paper:

1. Length of time practicing the activity
2. Student's level of commitment, dedication and loyalty
3. Dates and detailed descriptions of the student's awards and achievements, e.g. 3rd place in individual kumite brown belt (7th belt) in the (OCI) Organization of International Schools Competition for Shotokan Karate in November 2009; second place diploma in Under 12 wall-climbing competition in February 2010.
4. Verification of achievements in officially sanctioned competitions by means of signed letters or documents from the governing body and/or tournament director(s)

Flag Raising Ceremony

This is a whole school ceremony in which we share, recognise and celebrate achievements of members of CGB. It is held six times a year on the school campus. There is an expectation to wear full school uniform. All parents are welcomed to the ceremony and parents whose children are receiving awards will be informed a week in advance.

End of the Year Graduations and Award Ceremonies

The school year finishes with a graduation (Year 2 & Year 6) and award ceremony for each section. The final graduation for Year 13 is held in a separate private ceremony.

Parents will be informed of their child's award beforehand by the school office so that they can share their success on the day.

Students are expected to wear smart, full school uniform.

m. School House System

The school House System was inaugurated at the Sports/Fun Day in June 2004.

Pupils are allocated to Houses from Nursery. They stay in the House as allocated throughout their time at Colegio Gran Bretaña. All family members are put into the same House, i.e. parents, children, siblings, and cousins.

There are four Houses named after mythological creatures – Griffin (green), Pegasus (white), Phoenix (red) and Minotaur (blue). These names were chosen by the students. There is a House Captain and Vice-Captain of each House in Primary and Secondary. All teachers are allocated a House, with one teacher in each Section who coordinates House activities.

Pupils are awarded House Points for positive reasons such as academic achievement, effort, improvement, kindness etc.

There is a termly House Point competition. During Flag Raising Ceremonies, the running totals for each House are read out along with the current ranking.

At the end of the year Flag Raising, an annual trophy will be presented to the House with the most points. There are also trophies for the winning House of the annual Inter-House competitions throughout the year.

n. Co-Curricular Activities

The school offers a number of co-curricular programmes for students and these are reviewed each school term. These activities have been brought inside the timetable as inclusive and compulsory. If the activity requires an external tutor or incurs transport costs, these will be charged to the parents.

The list of activities and times offered varies from term to term and is distributed to parents at the beginning of each term.

The schedule is the following:

Foundation Stage & Key Stage 1	Wednesdays	11:20 a.m. - 12:30 p.m.
Key Stage 2	Mondays and Wednesdays	1:35 - 2:50 p.m.
Secondary	Tuesdays and Thursdays	1:10 - 2:50 p.m.

A set of extracurricular activities is also offered on various days of the week.

CHAPTER 5 – STUDENTS

a. Student Rights and Responsibilities

Each student in the School has the right to be treated with respect, courtesy and consideration by every other student, teacher, school employee or other adult in the School. They have the right to know what the rules are and to appeal to higher authority when they feel unfairly treated, or when they think that objective hearing has not been allowed.

However, the people in charge of classrooms and of the School as a whole must have the authority to carry out their work for the benefit and safety of everyone concerned without constant arguments. If a student feels that a particular rule or judgment is unfair, they may express such complaints as stated in the respective policies.

Student Due Process Rights

Each student has the opportunity and the right to use the school as a means for self-improvement and individual growth. In so doing, they are expected to conduct his/her affairs in such a way as to assure other students the same opportunities without serving to restrict or otherwise inhibit their individual and collective rights.

In the interests of safety and order in the school, it is expected that students obey directions first and ask questions later. It is an aim of the school to foster students' gradual growth in self-discipline and intelligent decision-making, but it must also be understood that the persons in charge of classrooms and the school as a whole have special responsibilities that can be carried out only if their authority is accepted and supported by all. If a student feels that a particular rule or judgement is unfair, they should speak to their form tutor or Head of Section.

Of equal importance is the right of school authorities to prescribe and control – consistent with fundamental safeguards – student conduct in the School.

In exercising this right, the Senior Leadership Team is responsible for implementing Board policies and administrative regulations pertaining to the various aspects of student rights, student conduct and student discipline.

In promoting the proper recognition and preservation of a student's rights, the following are declared:

- **Freedom of expression:** Students may freely express their points of view provided they do not seek to coerce others to join their mode of expression and provided that they do not otherwise intrude upon the rights of others.
- **Right to have property**
- A locker will be assigned to each secondary student at the start of each academic year. All student lockers must be cleared out at the end of the school academic year, as this will form part of the end-of-year clearance procedure (paz y salvo).
- A student's locker or property should not be inspected, except when approved by the Director or Head of Section because they have cause to believe that prohibited articles are stored therein. Locker clean-out sessions may be conducted on a periodic basis to dispose of waste materials, recover missing books and other school property, and for other just causes as determined by the Head of Section such as theft, suspicion of alcohol or drugs, etc.
- **Student Due Process Rights:** Students are to have clearly established means by which "administrative due process" is available to see that their rights are protected. Students are to be involved, individually and collectively, as citizens of the School, with the attendant rights of such citizenship and corresponding responsibilities for the proper conduct of their own affairs and those of other students. This is fully outlined in Colombian Law 1098 that protects the rights of minors.

“Due process” is defined as a course of proceedings in accordance with the rules and principles established for the enforcement and protection of individual rights. The concept applies to any dispute between two parties. The concept of due process means that students are entitled:

- to know what the rules are;
- to be notified of charges against them, and to be provided the opportunity to respond to those charges;
- to have counsel; (School “Personero/a”, representative of the CEG, any other appropriate facilitator).
- to appeal a decision about the charges to a higher level;
- to have the charges or penalties removed from their records, if their innocence or non-involvement is shown by evidence.

In the administration of due process, the student should be made to feel that his/her value as a person is not in question. What may be questioned is the student’s behaviour. The purpose of all School rules and disciplinary actions is to make the student understand that he or she is responsible for his or her own actions.

b. Student Behaviour

The school attempts to develop and encourage an attitude of individual responsibility towards the quality of life in the school community. The behaviour expected from our students rests on the basic premises that members of the school community have:

- i). respect for themselves and others;
- ii). respect for their own and others’ property;
- iii). a desire to achieve high standards of work and behaviour.

All detailed school rules and regulations are a logical extension of these three fundamental expectations, and are explained to students in those terms.

c. Community Complaints and Grievances

Most complaints and grievances can and should be resolved at the level at which they occur: between parent and parent; between parent and member of staff; between student and student or between student and adult possibly with the help of another parent, teacher or Head of Section, Deputy/Coordinator. The first step should always be to speak directly to the person(s) involved. Parent complaints should always be dealt with courteously and promptly.

If a matter cannot be resolved at this level, it may be referred to the appropriate Head of Section/Director. The Director shall be the final arbiter. However, in extreme cases, if the parent considers that the complaint remains unresolved after this step, and that the Director’s decision is not in accordance with school policy, they may appeal to their respective representative on the school’s Advisory Board.

d. Discipline

Discipline problems at the school are few, and it is expected that most students will be able to live happily and comfortably within the basic code of conduct.

Inevitably, however, there will be times when a student needs to be reminded of the responsibility they have towards the school as a whole, as well as to themselves as individuals. Teachers and Heads of Section, with the backing of the Director, are responsible for setting and enforcing specific rules of behaviour and for dealing with behaviour problems as appropriate to the student’s age and maturity. In dealing with such problems, the emphasis is on respectful behaviour related to the school’s code of conduct, and on how the student plans to overcome the problem.

The imposition of consequences for breaking rules and the code of conduct is to help the student understand that they are responsible and accountable for their actions, and to provide them with an opportunity for thoughtful reflection in order to modify their behaviour in the future.

e. Rewards and Disciplinary Sanctions

This **CGB Rewards and Disciplinary Sanctions Policy** complements the **Code of Conduct, Values and Equality of Educational Opportunity** [Ref: Parent and Staff Handbooks; Appendix A] views that we hold dear in Colegio Gran Bretaña. The goal of this policy is to not only reinforce good behaviour, but to also prevent situations that can lead to indiscipline. These rewards should not preclude additional forms of recognition being made by staff where merited. Regular praise and encouragement help build staff – student rapport that is both productive and vital to the personalised school that we aim towards.

The **School Rules** exist to promote the general welfare of students, protect individuals and facilitate the staff in fulfilling their academic and pastoral responsibilities.

The **Code of Conduct** promotes the development of self-discipline, a sense of individual and group responsibility and a duty of care towards others.

Rewards

There are several categories of rewards in CGB in Primary and Secondary; behavioural awards, academic and sporting awards. The details of these awards are listed below.

1. Behavioural Awards

Good behaviour which sets an example to others, e.g. showing initiative; acts of kindness, generosity, courtesy; being consistently well-organised, possessing a good working attitude and smartness in appearance all add up to the model student that we aim for. These behaviours and traits are to be encouraged and recognised.

A member of staff wishing to recognise such qualities should give **House Points** to the deserving student. House Points can be given at any time during the course of a school day.

2. Academic Awards

Academic ability is recognised by way of the presentation of an Academic Award at the End of Year Award Ceremony. The top students of each level will be presented with an award. Awards are also be presented to the top student of each subject. Students are also awarded for their effort and progress in a subject without necessarily being in first place.

3. Colours and Honour Awards system (KS2 and Secondary)

The awards can be presented during the Flag Raising Ceremony or at the end of the year Awards Ceremony.

Disciplinary Sanctions

CGB prides itself on having well-mannered students who are often able to discriminate between what is appropriate behaviour and what is not. Very often staff presence alone, whether in the classroom, in the cafeteria, in the grounds or in attendance at sporting or entertainment events, is all that is required to maintain good discipline. However, in the event that a disciplinary action should be required, the following sanctions are provided to both guide staff as well as to inform students of the consequences that follow.

<p>Verbal warning</p>	<p>This is the most common measure. A verbal and informal reprimand may be given on any occasion to ensure a student is punctual, properly equipped for the appropriate classes, properly dressed, paying attention, working and generally behaving appropriately, i.e. in observance of the Code of Conduct.</p> <p>CGB uses a two strike system so that if a student is given two warnings in any given lesson a detention will be issued.</p>
<p>Tuesday Detentions (Secondary and KS2 Only)</p>	<p>Low-level misbehaviour may be dealt with by giving a student an after school detention using the online Student Tracker. During detentions students will be asked to complete work that relates to the incident and will have to reflect on the reason for them receiving a detention. The detentions run from 3pm – 4pm every Tuesday and are overseen by a duty teacher. A Tuesday detention may be given for the following offences:</p> <ul style="list-style-type: none"> • Four warnings given during a week for the following reasons: Incorrect uniform, lateness, incorrect equipment, poor attitude, disruptive behaviour, inappropriate use of electronic devices at school amongst others. <p>All students are told that under no circumstances are they allowed to chew gum, swear, truant lessons or leave bags in areas that could cause a health and safety hazard. If they break one of these rules they are given an immediate detention.</p> <p>Parents will be given at least 48 hours' notice and will be informed of the detention via Phidias. Parents should respond to the message acknowledging the detention. The school will not arrange transport for students in detentions so parents are required to pick their children up from the school at 4pm.</p> <p>It should be noted that detention takes precedence over ALL other activities.</p> <p>Please refer to the appendices for a copy of the Behaviour for learning poster that is placed in all classrooms for an understanding of the warning system.</p>

<p>Senior Leadership Team Friday Detentions (Secondary Only and KS2)</p>	<p>In more serious cases students will receive a Friday detention. This is a detention that is overseen by a member of the Senior Leadership Team. This detention runs from 2pm-4pm on Fridays. Due to the limited number of students that receive a Friday detention the detentions only take place once a month. A Friday detention will be given for the following offences:</p> <ul style="list-style-type: none"> ● A third Tuesday detention in any given term; ● Refusal to attend/absence from a Tuesday detention; ● An incident considered serious enough to bypass the Tuesday detention. <p>Parents will be given at least 48 hours’ notice and will be informed of the detention with a detention slip that the student takes home. Parents should sign this slip as acknowledgment of the detention. Furthermore, parents will receive an email reminding them of the detention. <u>The school will not arrange transport for students in detentions so parents are therefore required to pick their children up from the school at 4pm.</u></p> <p>Should the student receive a second Friday detention in one year then the Comité de Convivencia will convene in order to establish the next level of sanction, according to individual circumstances.</p> <p>It should be noted that detention takes precedence over ALL other activities, including inter-House games, rehearsals, Bake Sales</p> <p>See a copy of the Friday detention form in the appendices.</p>
<p>Internal suspension (Secondary Only and KS2)</p>	<p>In serious circumstances, where it is believed that an incident is more severe, an internal suspension may be given, this will be decided by the Comité de Convivencia. During an internal suspension students will be required to continue with their education, but outside of their usual class setting. They will be provided with class work, given by the subject teacher/s. They will spend the day in the Head of Secondary’s or Head of Primary’s office (or other suitable classroom). A member of the SLT will accompany students at all times. They will be given breaks and lunch but the times will be different to others in their section. Parents will be informed of any internal suspensions given to their child. This will be recorded on the student’s file.</p>
<p>Exclusion from certain events.</p>	<p>In some cases that are considered serious enough, a student may be asked not to participate in a certain school event, trip or visit – especially if the health and safety of the student and wider community could be at risk. The Comité de Convivencia will meet in order to discuss the risks involved. The school will communicate with the family so that they are aware of all decisions that are being made. Parents who have paid for their child to attend an event, trip or visit, may have to forfeit the cost if a refund is unavailable. In cases where refunds are available, this will be reimbursed. CGB does not make profit from any trips, but neither is it able to make a loss due to inappropriate student behaviour.</p>

<p>Conditional Registration (Matricula)</p>	<p>In more serious cases, or where a student has received more than three Tuesday detentions and a Friday detention in one term, or for academic underachievement, then a Conditional Registration may be issued. This is an official document and will remain on the student's file. The Vice Rector under the counsel of the Comité de Convivencia (including the student elected Personero/Student Advocate, Head of Section, DEN representative and Form Tutor) will issue the Conditional Registration. The Conditional Registration acts as an official final warning to the student and a final opportunity to rectify their behaviour. If the student does not conform to the guidelines set out in the Conditional Registration then their registration at CGB may be cancelled. Before a Conditional Registration is established the student and parents/guardians will be required to meet with the Vice Rector, Head of Section and Form Tutor/Subject Teacher to discuss its application.</p>
<p>Community Service Order (Secondary Only)</p>	<p>CGB believes that it is important that sanctions fit the misconduct, and where possible students are able to put something positive back into a community where they may have taken something away.</p> <p>CSOs are therefore sanctions requiring a student to undertake community work as a form of reparation to the community. The tasks set can range from the collecting and disposing of litter to gardening, the arranging and sorting of library books to the washing and cleaning of specified areas of the school to the reading with or helping of younger students under the supervision of an adult. Where appropriate students will be taken offsite to undertake community work or maybe required to attend a school sponsored activity during non-school hours. The CSO will be supervised by a responsible member of the teaching or support staff (with the approval of the Head of Secondary).</p> <p>Students, who are unable to undertake physical work because of illness or disability must produce a current, signed Doctor's Certificate for each day of the CSO. An alternative to the designated CSO may also be arranged where appropriate. A combination of CSOs and detentions may also be given. As with after school detentions, parents will be given at least 48 hours notice. However, parents may also be required to meet with the Teacher and the Head of Secondary.</p>
<p>Cancellation of Registration (Matricula)</p>	<p>CANCELLATION OF MATRICULA IS A SANCTION OF THE LAST RESORT</p> <p>CGB aims to include students in the academic, pastoral and social life of the school. However, persistent and blatant breaches of the Code of Conduct and Values will lead to an accumulation of sanctions and written warnings. Parents will be invited to discuss the problems at a case conference attended by some or all of the following:</p> <ul style="list-style-type: none"> - teachers - form tutor - Head of Section - CEG representative - Director and/or Vice Rector <p>If, after such intervention, problems continue to the detriment of the student, student body and the school, the Comité de Convivencia will, taking into account the nature and frequency of offences and the student's record, recommend a permanent suspension.</p> <p>Fixed Period Suspension (A): permits suspension for a period of 1 – 5 days. This often this takes the form of an agreement with the parents to withdraw the student</p>

	<p>for a period in order to counsel the student. This can provide a beneficial ‘cooling off’ period. Parents and student will be asked to sign a new ‘specific performance’ agreement before a student is accepted back to school. Parents can appeal line items in the specific performance agreement. The Director will inform the Advisory Board of such an appeal. The Advisory Board’s decision is final. In all cases the families will be informed.</p>
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	<p>Fixed Period Suspension (B) permits suspension for 1 – 5 days even without consent of the parents pending consultation with members of the Advisory Board. This sanction exists for various severe breaches of discipline or misconduct including:</p> <ul style="list-style-type: none"> - Persistent bullying, i.e. offensive behaviour including threats, intimidation, extortion, harassment, physical/verbal/cyber abuse; <i>(Please refer to the Policy for Counter Bullying and Harassment)</i> - assault; - wounding; - vandalism; - sexual impropriety including ‘sexting’; - smoking; - consumption of alcohol; - bringing banned items onto the premises including alcohol, tobacco products, narcotics, pornographic media, hunting knives, firearms, other weapons... - possession, trafficking and use of narcotics; - aiding and abetting, acting as an accomplice in any of the above without the defence of duress or necessity; - other criminal activity <p>The Comité de Convivencia may suspend a student before informing the Advisory Board, but it is usual to request the approval of the Advisory Board at the earliest opportunity. A ‘specific performance’ agreement is usually made before a student is accepted back to school. In all cases the families will be informed.</p> <p>Cancellation of Registration (Matricula) may be warranted for any serious offence amounting to gross misconduct, or accumulation of offences where a student’s continuing presence at CGB might be considered against the interest of the student and/or against the general interest of the school community. Students who have already been suspended for a fixed period (A) or (B) and commit a further severe breach of discipline may have their Matricula cancelled permanently.</p> <p>The Advisory Board may consider giving a Final Warning prior to considering cancelling a Matricula. The Advisory Board is the final arbiter in all cases of matricula cancellations. In all cases the families will be informed.</p>
	<p>Drugs, alcohol and weapons in school are cause for immediate “matricula” cancellation.</p>

Secondary Academic Honesty Policy

Philosophy

At CGB we value honesty and academic integrity. We encourage our community to promote good practice in teaching, learning and moral development. CGB believes that academic and personal honesty are extremely important and are a fundamental part of a holistic education that is designed to prepare students for the real world. CGB expects that student actions should reflect the highest ethical standards at all times and that malpractice should never take place.

CGB considers malpractice to be anyone of the following

1. Plagiarism: defined as the representation of the ideas or work of another person as the candidate's own.
2. Collusion: defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
3. Duplication of work: defined as the presentation of the same work for different assessment components.
4. Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room or misconduct during an examination).

Possible consequences of Malpractice

Each case of malpractice will be considered on an individual basis. However, any student caught committing any act of malpractice will be reported to the Deputy Head of Secondary and a report will be placed on their file.

Other consequences for malpractice in KS3-5 include:

1. A zero for the given piece of work or exam.
2. Teachers will require the student to re-submit the piece of work and a grade will be given. This grade will be used as an assessment grade but students will not lose the first zero grade. Therefore, the overall grade for the piece of work will be the zero + the new grade / two.
3. A two-hour SLT lead Friday detention for KS4-5 students or a Monday detention for KS3 students.

In extreme cases or where the student repeats the offence, the following sanctions may be given:

1. An internal/external suspension.
2. Conditional Registration (Matricula).
3. Expulsion from the school.

Should malpractice occur during an official external exam, the regulations of the examining body will also be followed to the letter.

Homework (Key Stage 2) / Uniform and Behavioural Infractions

1. The student will be issued a verbal warning.
2. If the inappropriate behaviour continues, they will then be assigned a detention. This gives the student time to reflect upon their conduct.
3. If there is still no satisfactory progress in correcting the problem, parents will then be contacted and a conference arranged.

4. Although homework and uniform transgressions might not appear serious in the first instance, if continually repeated, they would constitute a serious negative attitude problem and need to be addressed in a firm and determined manner following the Behaviour for Learning Procedure.

f. Late Arrivals

Pupils who arrive late to school (after 7.25 am from Year 3 upwards; after 7.45 am for Nursery to Year 2) must report to the office to obtain a 'late slip'. Late arriving pupils who go directly to class will be sent back to the office by their teachers in order to collect the 'late slip'. Registers on Phidias should be completed by 8.30am.

g. Procedures for absent students

Absence notification & letters

If a student is unwell or unable to attend school, parents are requested to phone the school before 8:15am. In addition to this, parents are required to send a note to the class teacher or form teacher on the day they return to school. This information will be placed in students' files.

Contacting parents regarding absences

For security reasons, if the school does not receive a phone call from a student's parents, we will contact these families during the morning. We will take every measure to ensure that all late arrivals are registered at the office after the registration period.

Doctors' notes

If a student is unwell and absent for more than two days, we require that students have a doctor's note. Doctors' notes are given to the school's receptionist for record keeping on Phidias, and will then hand it over to the nurse. The nurse will ensure that follow up takes place.

Holiday leave

The school strongly discourages holiday leave during term time. However, we understand that for personal or family reasons this may not always be possible. In such cases, a written request for holiday leave must be made to the Head of Primary or the Head of Secondary, stating the reasons for the timing of the absence.

Holiday leave during "Beyond the Summit" activities/ School Trips

Students who do not attend the planned school excursions are required to attend school. We ensure that during this time appropriate activities are planned for students who remain in school.

Excessive unexcused absences and repetition of the year

Students who have an excessive amount of absences during the academic year can be asked to repeat a year if the school feels that they have not met the requirements of the curriculum, in accordance with Colombian law.

The Promotions Committee will determine if the excessive absences jeopardises or puts at risk the student's academic performance.

h. Respect for Property

The code of conduct emphasises respect for people's property and belongings. Students have a responsibility to care for their school environment. This includes their workspaces and classrooms, as well as the buildings, furniture and outdoor areas. Littering, graffiti and other abuses of the school site and fittings are breaches of the code of conduct.

Students have free access to the facilities in the school campus, but should not play in the following areas:

- Around the kitchen and ramp (students and staff are not allowed in the kitchen)
- In the Foundation playground (except for Nursery and Reception children)
- On the balconies or stairways

- In classrooms (Primary only)
- In the bathrooms / toilets

i. Money

Occasionally, students will need to bring money into school, but as far as possible, to guard against the possibility of loss or theft, they should not carry money. FS/KS1 students should not bring in more than COP 10,000. The school cannot take responsibility for any lost or stolen money.

Teachers should not send money to the office with students or with the register. Primary class teachers are responsible for the submission of money to the office.

j. Toys, Games, Computer and Electronic Equipment (Including cell phones)

Students should not bring toys or games into school, unless they are relevant to the topic being studied, or are for a class-structured activity, such as “show and tell”. MP3 players, iPods and electronic games **will be permitted for use only on the school buses**. Unless explicitly stipulated by a teacher, Secondary students are not allowed to listen to music with headphones or earphones during the school day.

Students in KS2 and Secondary who bring their cell phones/devices to school are prohibited from making or receiving calls and text messages during lesson time. Devices may be used for academic purposes with the teacher’s permission. Cell phones and any other electronic devices will be collected before any formal examinations.

The school cannot accept any responsibility or liability for damage, breakage or loss of any such items, though staff will obviously do their best to emphasise respect for all students’ belongings. In the Secondary Section, lockers (with adequate locks) should be used to safeguard any item of value when not in the students’ direct possession.

k. Student Dress code

It is vital that students understand they are ambassadors for Colegio Gran Bretaña, and that this carries responsibilities that are reflected in the way they dress and conduct themselves. **Parents are expected to support the school’s policies on student dress code and parent cooperation is vital.**

Students should abide by this dress code for presentation as well as for safety reasons. They are responsible, at all times, for being neat, tidy, clean and dressed appropriately for serious study. Dress and grooming should respect the school’s code of conduct and the values and standards of Colombia, and reflect well on Colegio Gran Bretaña and the international community.

Hair

Students should not have extreme hairstyles or unnatural hair colourings, and hair should be neat and clean. Hair should not be a health and safety risk so hair bands should be used to tie back long hair in places such as Science Laboratories.

Jewellery

A minimal amount of jewellery is permitted. If a watch is worn, it is advised that this be an inexpensive one. Students may wear one pair of stud earrings only, in the lobe of each ear. Excessive use of accessories is to be discouraged. Facial piercing is not permitted for students at CGB.

Cosmetics

The use of cosmetics is discouraged.

It is the responsibility of both staff and parents to ensure adherence to the dress code and school uniform. Students are responsible for ensuring that they are neatly presented at all times.

I. School Uniform

The uniform provides a unity for students, and a symbol that they belong to the CGB community. Students should wear their uniform with pride, both inside and outside the school grounds. In this respect, as in other respect, older students have the duty to provide a good role model for the younger ones.

Nursery, Reception, Year 1 and Year 2:

Full FS & KS1 tracksuit with polo shirt, socks and white or dark-coloured trainers. Velcro fastened shoes or trainers are an excellent idea at this age, as children often remove their shoes to protect the flooring in the classrooms.

For PE: tracksuit with or without shorts. A CGB cap is suggested.

KS2:

Dark blue skirt, culottes or trousers (girls) / trousers (boys), white school shirt, school tie, black low-heeled dress shoes (no sneakers/trainers), blue school socks, blue school sweater. The CGB hoodie can be used for both PE and Formal uniforms.

For PE: tracksuit, House CGB polo-shirt or white CGB polo-shirt and blue shorts. A CGB house cap is required. A CGB hoodie might also be worn. This garment is optional.

Secondary (Year 7 and above):

As above, with the addition of a PE tracksuit, House CGB polo shirt preferred or white CGB polo-shirt and blue shorts (compulsory) for PE and a mandatory blazer. The blazer is compulsory (except for PE and Sports days) for Secondary students and must be worn for registration and for official school functions, e.g. music concerts, Flag Raisings, Secondary Assemblies, Carols by Candlelight, amongst others. The CGB hoodie is not to be used with the formal uniform.

From August 2017 girls will not be allowed to wear skirts, but will be expected to wear culottes. In 2016-2017 girls will have the choice between skirts and culottes. If girls decide to wear skirts they must wear navy blue or black cycling shorts underneath.

Girls have the choice between trousers, culottes or a skirt. If girls decide to wear a skirt they must wear navy blue or black cycling shorts underneath. Girls' skirt length must be at least half way between the mid-thigh and the knee.

For PE: tracksuit, white/house CGB polo-shirt and blue uniform shorts. A CGB hoodie may also be worn. This garment is optional. On cold days students may opt to wear a WHITE long sleeved top under their uniform polo shirt. Footwear must be proper athletic trainers that give adequate support to the foot for physical activity. Flat shoes such as Converse or Vans are not permitted. . House shirts are only to be worn during House activities.

The hood on the hoodie should not be used unless it is actually raining.

Caps

CGB caps are available to be bought in resources, and are suggested for outside activities. No other cap may be worn on the premises.

Scarves

Only the CGB scarves are to be worn by the students.

Waterproof Clothing

It is recommended that students have wet weather clothing in school (boots are important for FS & KS1 students). This is especially important for wet departures.

All students, Nursery to Year 13, may wear the new warmer dark blue PE jacket for cold weather (no non-CGB jackets may be worn in school).

m. Jeans Days

Students and teachers are permitted to come to school wearing casual clothes on the designated Jeans Days. The cost is usually \$2,000 COP depending on the cause. The proceeds go to Primary and Secondary Student Councils and/or other worthy causes. Jeans Days usually occur on Fridays – please refer to the Google Calendar for the specific dates.

n. Secondary Lockers

Lockers are located in the tunnel area and in the Secondary building. Each locker is to be formally assigned to each student by their form tutor and the student assumes the responsibility for keeping the locker in good condition. Students must ensure that their lockers are secured with a **suitable** lock at all times. These lockers should be left empty and open at the end of the year, which is part of the secondary end of year clearance procedure (paz y salvo).

o. Other student related issues

- Chewing gum is prohibited at all times in school and on the buses.
- No pets are allowed on the school premises (unless approved by the SLT/Director).

p. Lost Property

Found articles should be turned in to the Resources Department. Articles will then be taken every afternoon to the Lost and Found Boxes located in each section.

Students and parents are invited to check the Lost and Found for missing articles. Assistants will help preschool students to look for their belongings.

After Consultation Days, any remaining unclaimed uniforms will be given to the PTA to sell at a reduced price. Proceeds from these sales go to PTA funds.

q. Prefects System

CGB has a Prefects system in KS2 and in the Secondary School. The emphasis of a Prefect's role is service, not privilege. This is a highly distinguished recognition and is a matter of pride and responsibility.

Prefects are selected by the school staff based on students demonstrating the following attributes:

- A positive attitude
- Effort in everything they do
- Commitment and dedication to academics and sporting/cultural activities
- Respect towards **ALL** members of the school community
- The qualities of a leader
- An exemplary role model for other students

Duties/Functions of CGB Prefects

- To cooperate with the school to ensure all students are wearing the school uniform correctly

- To be a representative for CGB by attending school public events, showing visitors around the school and other special occasions
- To carry out cafeteria duties and invigilation as assigned by the Prefects' Coordinator
- To set a good example for all students at CGB by following the school's code of conduct
- To carry out bus duties and invigilation as assigned by the Prefects' Coordinator (Secondary Prefects only)

r. Birthday Parties in the Primary Section

Colegio Gran Bretaña recognises that birthdays are a special day for our students. We must also ensure that party celebrations do not disrupt the learning process. Additionally, CGB recognises the importance of wellness, good nutrition and an active lifestyle in the overall health of our students. The school and our staff are responsible for positively influencing student beliefs and habits in these areas.

All students are invited to celebrate their birthday for 15 minutes in class on a day that the parent schedules in advance with the teacher. This will be after lunch time on the designated day to ensure that the children eat a balanced meal before the party.

Only individual cupcakes or a cake and juice (in individual cartons) will be permitted for in-class birthday celebrations. Please also send in plates and napkins to make it easier to serve the cake. Parents are welcome to attend this celebration if they choose. Please remember that CGB is a Nut-Free School.

Please note no other food items are to be sent in or decorative items like balloons, party packs, gifts etc. Please keep these items for the celebrations that you will have in your homes. Please do not put the class teachers in a difficult position by asking if you can have your child's party at school and/or in class, as according to the policy this is not allowed.

In FS/KS1 all birthdays are celebrated daily at the morning line up where we sing happy birthday and the children have their time to stand on the wall to celebrate this special event. In KS2 all birthdays are celebrated weekly on Fridays during lines.

If you are using the school transport system to take children to your house or a party venue to celebrate your child's birthday, you MUST be at school (at 2:45pm Monday to Thursday and 1:45 on Friday) on the day of the party in order to supervise the children while they are waiting for the party bus to arrive. This is the responsibility of the host parent and this should not fall onto the teachers.

We appreciate your support in ensuring that all children have the opportunity to celebrate their birthdays in a similar manner.

Policy created 25 June 2012

CHAPTER 6 - TEACHERS

Staff Rights and Responsibilities

It is the intent of the school to afford the protection of the rights of all school personnel, including the Director and other administrators. Such protection shall include the rights to free enquiry and expression, the right to freedom of association and the right to administrative due process. It is nonetheless expected that no actions of school personnel shall be such as to damage the reputation of the school or colleagues. The policy detailed below applies to all members of staff, instructional and non-instructional, though some of the following statements apply in particular to instructional staff.

Administrative due process may be defined as a course of legal proceedings in accordance with the rules and principles established for the enforcement and protection of individual rights. The concept applies to any dispute between two parties. As a legal concept, enforceable in the courts, it derives its validity from the presence of a court of competent jurisdiction, which has a duty to see that the individual's rights are protected. These same conditions are equally necessary to administrative procedures in schools, although they may be discussed and handled in an informal way in most cases.

The concept of due process means that staff members are entitled:

1. To know what the rules are;
2. To be notified of any charges against them, and be provided the opportunity to respond to those charges;
3. To have counsel;
4. To appeal a decision about the charges to a higher level;
5. To have the right of reply at all stages of any investigation of any charges, including at the level of appeal hearings and/or consideration of the matter by the Advisory Board or Board of Directors.
6. To have any charges or penalties removed from their records, if their innocence or non-involvement is shown by the evidence.

All staff members function to support the educational programme of the school, and have the responsibility of working to ensure its success. Colegio Gran Bretaña seeks to employ and retain personnel who (1) adhere to, and ensure that students adhere to, the school's agreed code of conduct; (2) model, and encourage in students, high personal and professional standards of deportment and work; (3) exhibit enthusiasm in working collaboratively with other members of the school community to promote the good of the school and the success of its educational programme.

The effectiveness of the educational programme is determined by the degree to which teachers discern and minister to the needs, interests and abilities of the students. Colegio Gran Bretaña considers the teacher the key personality contributing to the success of the students in the school.

Since the section head is the recognised professional leader of his/her section, it is with her/him that teachers should discuss their organisational, administrative and instructional problems before presenting them to the Director. Teachers should likewise encourage parents to discuss with them matters pertaining to the individual classroom situation prior to conferring with the section head or Director. It is the desire of the Consejo Directivo that all matters be discussed and problems solved by those immediately concerned and taken to higher authority only when adequate satisfaction cannot be obtained otherwise.

In addition, staff members' responsibilities include:

- Carrying out professional obligations as specified in their contracts and in school policy
- Overseeing and encouraging the academic, social and moral development of students in their charge
- Providing appropriate challenges to stretch all students in their charge
- Recognising that the professional responsibility for student learning is theirs
- Promoting in their students good manners and discipline by positive role-modelling

- Contributing to the development of the school's educational programme through active involvement and collaboration with other staff members
- Listening to and addressing the concerns of parents and working collaboratively with them to advance the achievement levels of their children
- Demonstrating loyalty to the school as an institution and to their colleagues, both collectively and individually
- Supporting the school in the local community and among parents

In addition, staff members' rights include:

- Being respected by all members of the school community, and receiving the support of the school management in the expectation of that respect
- Being trusted and supported by the school management in the execution of their responsibilities
- Being able to carry out their duties without hindrance, harassment or unnecessary or negative criticism or complaints
- Freedom of expression without fear of undue consequence, including academic and personal freedom, in an atmosphere where ideas, thoughts, comments and suggestions are heard and given serious consideration, provided such expression respects the school's code of conduct and does not seek to coerce others to join in that mode of expression
- Opportunities for participation in the development and consideration of school policy, training programmes sponsored or authorised by the school and personal professional development
- An appraisal system that promotes personal professional development rather than one that could be used for determination of competence in fulfilling their duties
- Knowledge of any concerns held by the school's management with regard to levels of performance and competence and the right to make a formal response
- Election of and to school representative bodies
- A clearly laid down procedure for addressing grievances, including lines of appeal to an authority higher than that of the Director

CHAPTER 7 – PARENTS

a. The School – Parent Pledge

It is expected that school and family work in partnership. Colegio Gran Bretaña operates an “open door” policy and aims to work closely with you while your child is at our school. Regular communication with parents is an important feature of school life. Phidias and when applicable the homework diary should be used as channels of routine communication between parents and teachers. General information about school activities is distributed through Phidias. You are always welcome to come into school. We do, however, ask that you respect the teacher’s duty to teach in the classroom unhindered. Please do not enter the classroom while lessons are in progress, except by invitation of the teacher. Formal parent-teacher consultations are held during the school year, according to the school calendar. Additionally, you can ask at any time for an appointment with your child’s teachers or the Director by directly contacting the person you wish to see or by making an appointment through the office.

We are very happy for parent volunteers to help with such things as helping with reading; assisting in the school library; helping with class assemblies, shows, exhibitions and special celebration days. There are many other possibilities for helping. If you feel you would be able to help in any way, please let your child’s teacher or the office know.

The Pledge

Given the importance of the partnership between home and school in your child’s education, we offer a school pledge to you. In return, we ask for your pledge to us.

We pledge:

- To provide a safe and caring place for your child to learn
- To maintain standards of behaviour appropriate to sound learning and personal growth
- To model and follow the school’s code of conduct
- To teach all the appropriate and needed concepts and skills to enable your child to achieve and work towards his/her potential
- To strive to be aware of your child’s unique needs
- To set appropriate and challenging expectations for your child
- To promote your child’s self esteem and confidence
- To maintain accurate records of your child’s progress and achievements
- To communicate with you regularly about your child’s progress
- To bring to your attention any concerns we may have in a timely fashion
- To listen to you and your child, and consider your feelings and concerns
- To deal with any concerns you or your child communicate to us courteously and promptly, to take appropriate action and to inform you of such action
- To keep you informed of school policy and curriculum through curriculum and parent handbooks
- To provide regular communication through Phidias.

b. Parents Rights

Parents have the following rights:

- To be treated respectfully and with courtesy.
- To receive the necessary attention for their inquiries.
- To be able to access the school PEI, that is the School’s Educational Project.
- To receive periodic reports about their children’s development.
- To assist and participate in the activities planned and programmed by the school for the parents.
- To participate and be elected as member of the P.T.A., the Values Committee, the Service Committee, the Promotions Committee, Food Committee, Technology Committee, the Prevention & Emergency

Committee, and the Sustainable Development Committee, as Class Representative, as member of the Advisory Board.

- To be able to talk to directives, teachers and administrative personnel with previous appointments, unless urgent situations.

c. Parents Responsibilities

- To support the school's philosophy and objectives.
- To read the Parent Handbook
- To support the school in all its efforts, collaborating with the emotional development of your children.
- To make sure your child is able to attend throughout the school year,
- To make sure your child arrives and is collected from school punctually.
- To provide the required documents necessary for the Registration Process.
- To comply with the required school payments (tuition and other services) in the established dates and schedules.
- To make sure that the family vacations fit in with the vacations programmed in the school calendar. The school will not give permission for extended vacation periods.
- To notify any change in the address or telephone number through Phidias
- To check for any communication or circulars sent through PHIDIAS on a regular basis and complete the required processes.
- To provide a quiet place for your child to study at home.
- To encourage and ensure that your child completes assigned homework every day.
- To know your child's teacher(s), attend parent evenings and school events, including Parent as Partners sessions.
- Attendance to Parent Teacher Student Consultation Days is expected for all parents, and students from Year 3 onwards should also attend.
- To emphasise the importance of following the code of conduct.
- To make sure your child comes to school wearing the school uniform properly.
- To write a note in the homework diary and/or send the doctor's certificate giving the reason for any absence.
- To inform the school of any concerns you may have when they first arise, in a respectful way, through the appropriate channels of communication, asking for the necessary appointments, and without interrupting classes.
- To avoid destructive criticism and irrational exigencies to the teachers and to the school in front of your children.
- To present the school positively in the community.
- To treat with courtesy and respect all members of the community (doormen, cleaning staff, teaching assistants, teachers, admin staff, other parents of the community, etc).
- To be an exemplary and coherent role model for their child(ren).

d. Parent Complaints and Grievances

Most complaints and grievances can and should be resolved at the level at which they occur: between parent and parent; or between parent and member of staff, possibly with the help of a (another) parent, teacher or Head of Section. The first step should always be to speak directly to the person(s) involved. Parent complaints are dealt with courteously and promptly.

If a matter cannot be resolved at this level, it may be referred to the Head of Section, and subsequently to the Director. The Director shall be the final arbiter. However, in extreme cases, if the parent considers that the complaint remains unresolved after this step, and that the Director's decision is not in accordance with school policy, he/she may appeal the Director's decision to the Advisory Board by submitting a letter through the Chair, stating the nature of the grievance, and handing it into the school office. Copies may be given to the parent and/or company representatives.

e. Communication with Parents

The partnership between home and school is absolutely vital. The following channels are available for parents to be informed about school events, outings, academic and administrative news, among others.

PHIDIAS

This is a website where parents and students can access teachers' names, students' homework, recent news, authorizations for school outings, and where all school circulars will be sent. among others. It is also possible to contact the teachers electronically through this site. To access this service a password provided by the school's Academic Secretary cgb@cgb.edu.co is required. Please see the Phidias Agreement on Chapter 4.

CGB's website







CGB's website is: www.cgb.edu.co

The school publishes interesting things and events that are taking place at CGB. In case of emergency parents are advised to check the website for any emergency updates.

Facebook and Twitter

Many events are published on the school webpage, but should you wish to follow one of the school's four Facebook pages then you will be able to see more current and personalised information.

CGB's Social Networks

 twitter.com/ColGranBretana	 plus.google.com/+colegiogranbretana/posts	 https://www.youtube.com/channel/UColegiogranbretana
 http://issuu.com/calendar2013-2014/docs/brochure_cgb	 https://www.pinterest.com/granbretana	 https://www.facebook.com/cgb.edu.co/

CHAPTER 8 – OTHER SERVICES

a. Student Service Area

The aim of Student Service at CGB is to provide honest, quality care, guidance and support to the whole community. Based on an inclusive and multi-disciplinary approach, we ensure growth and well-being, taking into consideration the international, cultural and social conditions of all. The Learning Support pillar at CGB is comprised of three distinct, but interrelated, departments:

1. Educational Achievement Department
2. Counseling and Emotional Guidance Department
3. Additional Language Department

1. Educational Achievement Department (EAD)

Students referred to and serviced in this area will include, but not be limited to: those who enter CGB with an Individual Education Plan (IEP) from another school or institution; those who present speech and language difficulties; those who are suspected to have a learning disability or have already been diagnosed by an external specialist; those who are showing delay in fine or gross motor development.

Service models from this department will include both pull-out support in resource rooms, in-class aid, co-teaching along with the mainstream classroom teachers, curriculum modification, in-class accommodations, guidance for mainstream teachers, therapies, and the supervision of shadows, in some cases.

The Educational Achievement Department is comprised of three full-time special educators, a full-time speech therapist and a full-time occupational therapist.

2. Counseling and Emotional Guidance Department (CEG)

Students referred to and serviced in this area will include, but not be limited to: those who enter CGB with a diagnosed emotional, social and /or behavioural difficulty, as well as those who display emotional, social or behavioural problems while at the school. The psychologists will work both with individual students as well as groups, such as year groups, friendship groups, etc.

This department will also provide preventative and proactive programmes, particularly in the area of substance abuse, values and anti-bullying awareness, amongst others, for students and parents, alike. Institutionalised events, committees and traditions such as Anti-Bullying Week, the Values Committee, and Social Clubs aim to develop mature, balanced, responsible and socially confident young people who are able to use their criteria to make wise and informed decisions. Additionally, career and university guidance is provided in the secondary section of the school.

This department is comprised of three full-time psychologists.

3. Additional Language Department (ALD)

Students referred to and serviced in this area will include, but not be limited to: those who are admitted to CGB with a level of English below that needed to fully access the curriculum; students who speak little or no Spanish; those who display difficulties in their advancement of the English language whilst at the school; students for whom extra academic support has been provided by the classroom or subject teacher, but additional external support is deemed necessary.

English language services are provided inside the mainstream classroom for all students and on a more individual basis for those who lag behind the level required for their year. Spanish as a Second Language classes are

scheduled in the regular timetable for non-native Spanish speakers, along with lessons in Colombian Culture. Additionally, the ALD. will coordinate and conduct follow-up for students who receive external tutoring in languages.

The ALD is comprised of additional language specialist teachers who provide English and Spanish support to students who are non-native speakers.

Together these three support areas strive to equip all students with the necessary cognitive, emotional and language abilities necessary to access the CGB curriculum and be an active, integral, successful and happy member of our community.

NO STUDENT WILL BE PLACED IN SPECIAL INSTRUCTION OR THERAPY WITHOUT PRIOR CONSENT OF THE PARENTS OR LEGAL GUARDIANS. The parents will be fully informed of any additional costs incurred for the extra support that has been recommended. The prime objective will always be that the classroom teacher, tutor, or subject teacher work together along with the respective specialist(s) in order to devise, provide and track the best-possible individualised programme for the child, within the limits of both the family's and school's resources.

b. Food Service at CGB

Colegio Gran Bretaña provides daily snacks and lunches for all students. The school aims to encourage healthy eating by providing a nutritionally balanced menu. A vegetarian menu is available. The daily menu is sent home at the start of each month. It is the policy of the school to encourage students to eat and try various foods. This is promoted by modelling and discussion rather than by imposition. Students are not allowed to bring their own packed lunches to school.

FS/KS1 children receive two morning snacks and lunch The remainder of the students receive a morning snack and mid-day lunch.

Mission of the School Restaurant:

To provide healthy, nutritious meals and snacks that promote maximum growth and development of everyone in the CGB community, both in body and in mind.

Values:

- To serve nutritious freshly-cooked meals and snacks that are balanced, varied and tasty
- To provide food in line with the standards of Instituto Colombiano de Bienestar Familiar
- To maintain high standards of sanitation, safety and efficiency
- To use fresh and healthy ingredients in the preparation of the food
- To provide a menu that reflects the internationalism of the community of CGB
- To encourage students to experience new food
- To provide and promote a vegetarian menu choice, both to offer a wider variety of food and in the interest of sustainable development
- To cater for, where practically possible, specific dietary requirements (eg nut free)
- To consider the environmental and social impact of the food at CGB
- To promote good table manners
- To promote a high level of respect between the kitchen staff and students
- To educate all about importance of making good, healthy lifestyle choices

c. Transportation

The school contracts a bus company to run the school bus service. In addition to the requirements of Colombian law, the school arranges for its own inspection of vehicles, which must meet its standards of health and performance. Each vehicle must be fitted with individual seat belts, with one child on one seat. All vehicles have a

permanent communication radio system. Parents are issued with direct contact details of the bus routes used by their child.

There are bus rules that are designed to allow the safe operation of the bus at all times, and the safety and security of its passengers. We ask all students to adhere to these rules. Failure to do so may result in a student being temporarily or permanently suspended from the bus service.

In order to ensure the safety of our students and provide an efficient transportation service, CGB has adopted the following policies.

1. We ask parents, students, and authorised personnel to please arrive at their designated bus stop on time, not only in the mornings but also in the afternoons. Buses are not authorised to wait at each bus stop. A delay of 1 or 2 minutes generates inconveniences for other families and disruptions to the school schedule.

2. The bus service is provided at the time and agreed address. A permanent change of address must be notified to the transportation office eight days in advance at transporte@cgb.edu.co, in order to determine if the service can still be provided.

3. In case you need to pick up your child from school or you need to make a change in your usual transport arrangements the school transport office must be informed no later than 10 a.m. by completing the BUS PASS form or the GATE PASS form on Phidias.

Requests received after 10 a.m. will not be processed due to organizational constraints, capacity, schedules and safety. The school reserves the right to deny a change. In these cases, the corresponding parent will be informed. Last minute changes generate errors that can result in serious security risks for your children.

4. Drivers, bodyguards or anyone picking up a child must carry a school card authorised by parents. Please ask for the card at the transport office if you need one. Any change in the staff personnel in charge of picking up a child, must be reported in writing.

5. Please remind your child that the driver and his assistant are responsible for the bus and must be obeyed at all times.

Older students are to remember that they are role models for the younger children. All students should use appropriate language and engage in appropriate conversations on the buses. Students must use seat belts, should leave the bus clean and should not lean out of windows. If any of the above rules are broken, the first time there will be a verbal warning, the second time there will be a sanction and after the third time it could result in suspension from the service.

6. To request a school bus for a birthday party, you must communicate with the Transport Coordinator (transporte@cgb.edu.co) at least a week in advance who will explain the procedure and fees incurred.

Please ask the parents of the children who are invited to the party to authorize their children in writing by completing the BUS PASS or GATE PASS on Phidias by 10 a.m. on the day of the party.

One of the parents or an adult authorised by the hosts must come to the school 15 minutes before the students finish their classes in order to supervise the children attending the party, and to organize them into the bus.

No authorizations will be received after 10 am on the day of the party.

7. If a student is not enrolled in the school transport service but needs to make use of it, a ticket must be purchased at the school's accountancy office and must be handed to the transportation office in order to assign the corresponding bus route and bus stop. This service will be provided only if the transportation office has received authorisation from parents, who must complete the BUS PASS format on Phidias.

8. Due to traffic congestion, severe weather conditions or civil disturbances, there might be occasions in which the bus service is delayed. It is impossible for the school to notify all families about the delay. We will therefore be

sending general e-mails informing about a specific situation, when needed, and we encourage you to check your email account if normal arrival time is not met.

9. Secondary students who are not on the bus at the departure time (2.55 p.m. Monday to Thursday and 2.05 p.m. on Fridays) will be left behind and must be picked up from school by their parents.

10. Due to traffic conditions and agreements with our neighbours, drop off and collection point for all students is through the school's back / field gate between 7:00 and 7:30 a.m. & 2:30 and 3:20 p.m. (On Fridays from 1:30 to 2:20 pm.).

11. Students are not allowed to eat/drink on the bus.

d. Child Drop Off and Collection

All students are to be dropped off and collected from school from the back entrance. No exceptions are made. This is for security reasons and to prevent traffic congestion at the front of the school. For safety reasons, it is important to park vehicles away from the school entrance after dropping children off, and to exercise extreme care when manoeuvring in front of the school gates. For security reasons, we ask your co-operation in explaining to personal drivers and chauffeurs that they should wait outside the gate to collect your child.

If there are any changes to your notified way of collecting your child from school, it is essential to make sure the proper procedures are followed and that the school office is informed in a written way. We cannot release your child to anyone you have not authorised, even if it is someone otherwise known to us. We very much appreciate your understanding that this is in the interests of the security of your children. Drivers, bodyguards or anyone picking up a child must carry a school card authorised by parents. Please claim this card at the office if needed.

If students are going to be dropped off or collected from school during the following times, this must take place at the back entrance:

Mon. through Thurs.	Between 7.00am – 8.00am	Between 2.30pm – 3.10pm
Fridays	Between 7.00am – 8.00am	Between 1.40pm – 2.20pm

Note: Early or late drop offs and collections outside of the time above can take place at the front entrance of the school.

Early drop off without available supervision is not permitted.

Students with a car, or a motorcycle

Must park at Cafam, the club next door, and must pay the daily parking fee charged by the club.

e. Infirmary

The school doctor and the nurse assistant are the persons in charge of making the initial response to injured/unwell students or staff, assisting in the case of very minor cases and contacting the emergency paramedic and ambulance services and parents whenever necessary.

The school has contracted the services of an emergency paramedic and ambulance services for all its students, staff and visitors. It is classified as a "Protected Area" contract. This means that they will attend 'Urgent' and 'Emergency' situations within the defined area that is Colegio Gran Bretaña and take them to any hospital, clinic or attention centre that we require. The ambulance always arrives with a doctor and nurse on board.

f. The Library and Resources Centre

The CGB Library has extended its functions to become learning resources centre and the Librarian manages not only the acquisition and cataloguing of reading materials but also book/media lending, the distribution and collection of textbooks and use of multimedia resources (CDs/DVDs and video/audio cassettes). The Library receives a daily newspaper and weekly magazines.

The timetable provides opportunities for teacher-led learning and research activities in the Library, which has a growing collection of graduated readers, picture books and reference texts. The Library has an ambience that encourages children to read quietly in sections appropriate to their needs. There is a wide selection of fiction in both English and Spanish. There are work tables for secondary students to undertake homework.

CHAPTER 9 - ADMINISTRATION

a. Registration Process

The Registration process for parents already in school is done through the Phidias system. Parents need to submit all documents and contracts required for the Registration process. Payments done after Registration day will incur in a surcharge.

To be able to register a student it is necessary to be up to date with all school accounts, including lost books, photographs, and of course tuition, transportation and cafeteria.

b. Treasury regulations

Treasury Rules

When a student is registered at Colegio Gran Bretaña, it is expected that the economic obligations acquired will be fulfilled by parents or the entity responsible for covering educational costs with the school. The following rules must be taken into account when making payments:

- a. Monthly payments must be made between the 1st and 5th of each month.
- b. The school has established two dates for payment with a surcharge: the first between the 6th and 15th of each month and the second on or after the 16th of each month. During these extended periods late payment interest will be charged at the existing commercial rate with no exceptions. These dates can be seen on the monthly billing.
- c. Bills will be issued on the 25th of each month and may be consulted on Phidias as of that same date. This billing includes any previous balances and the current month's costs.

Means of payment:

- a. The school offers the payment button service by electronic means. With this option parents may make online payments, accessing their funds through the Banking Establishment where they are deposited. In this way timely payment of educational costs is facilitated without need of going personally to the bank and can be done at any time during the 24 hours of the day on the dates indicated.
- b. The agreement for collection of tuition with the Banco Caja Social is still in force. With this option you can make payment within the indicated dates by printing out your bill through Phidias to be paid at the bank.
- c. Parents may also make payments by check made out to Colegio Gran Bretaña S.A. or in cash directly at the school's treasury office. If a check is returned for any reason, this method of payment will no longer be accepted.
- d. Cause number two motivates a penalty equivalent to 20% of the value of the check. We recommend that families refrain from making direct bank transfers due to the difficulty in identifying the payer.
- e. The school's policy is NOT to receive payment in cash for educational costs and/or school activities at the Treasury window by means of the students and/or school personnel.

Payments for other services:

Curricular and/or extra-curricular activities that cause an additional cost will be managed with the tuition bill of the following month, with prior authorization of the parents through the online system to be included in the amount of the bill.

Please use your payment receipt to present at banks or to make your online payment through the Phidias system.

Fines:

- a. Failure to pay educational costs on time will cause a suspension of transportation services for students that have pending bills of up to two months.
- b. In order to request reports or certificates, it is necessary to be up to date on payments for all concepts at the time.

c. Changing telephone or house

If you change your address, or change your telephone number or e-mail, please update your information on Phidias. If you are using the School Transportation system please make sure to inform the Transport Coordinator. Apart from other considerations, we need to be able to contact you in case of emergency.

d. Transfer

As soon as you know when your child will be leaving, please notify the Academic Secretary in writing at cgb@cgb.edu.co. This will give us time to prepare any appropriate documents. This includes a leaving certificate and a leaving or last summative report. A separate leaving report is issued if your child leaves before the first summative report of the academic year (i.e., before December). A leaving report is the same as the full summative reports that are issued in December and June. We will also be glad to help you meet the requests of your child's new school. You can furnish them with our email address, fax and telephone numbers.

e. Issue and Return of Materials – The ‘Paz y Salvo’ (Clearance) Process

All textbooks issued to students are numbered and an issue sheet filled out by the teacher where the state of each book is also noted. The student must sign this form to acknowledge receipt of the book and in acceptance of the defined state of the book as well. This same procedure will be followed when issuing other materials on loan such as calculators, violins, etc.

f. End of Year Procedures for Students

A week before the end of the year Paz y Salvo' sheets will be issued to each student and teachers will be given their 'issue sheets'. The 'Paz y Salvo' forms require each student to give back all materials issued on loan by the school and in doing so to obtain the signature of each teacher. Should the condition of the returned materials not be satisfactory then the teacher will not sign the form and instead must fill out the form on the back of the sheet indicating the nature of the problem. The student will then be required to pay the replacement value of the material.

When the student has returned all materials satisfactorily and has the signature of all their teachers they must give their form to the Head of Section for checking, signing and passing on to accounting. The Accounting Department will then check that the family is up to date with all payments to the school and will then put their signature and stamp and return the form to the student. Should the family not be 'Paz y Salvo' regarding payments the student will not become 'Paz y Salvo' until the debt is cleared.

In order for final reports to be issued to parents, and for them to be able to register their son/daughter for the next school year, the 'Paz y Salvo' form must be completed.

g. Students leaving at any other time during the year

The 'Paz y Salvo' procedure must be followed exactly as indicated above. The Academic Office will issue leaving certificates to the family only if they have a completed 'Paz y Salvo' form including the Accounting Department signature and stamp.

h. Certificates Issued by the School

Any kind of Certificates or transcripts will be issued by the Academic Officer at a cost of \$3,000. Please make sure you request your papers three working days in advance.

i. Health and Safety

There is a whole school Health and Safety Policy. Working documents are available from the school office. It is important to remember that all staff has a health and safety responsibility to each other as well as to all pupils.

The school subscribes to an ambulance and medical service, which will be called out if deemed necessary by the teacher on duty or the school nurse who oversees the case.

All Colegio Gran Bretaña families are required to pay upon registration the Seguros Bolivar accident insurance. The students are given an Insurance Card, but the accident insurance number is enough to obtain medical attention. This insurance has an agreement with ASSIST CARD. Please ask conditions in the office if your child is leaving the country.

Earthquake

The Administrative Director, or other designated official of the school, will ring the alarm bell or set the addressing system to earthquake call as to signal the evacuation procedure upon cessation of the tremors. The Director will authorise persons to re-enter the buildings or take other action after arranging for an appropriate inspection.

Upon experiencing earthquake tremors, persons in the buildings will drop, cover and hold. In most cases, this will mean taking immediate refuge under a table or desk. If there is no suitable table or other covering, persons should drop and hold next to a permanent wall. Persons outside should move away from anything that could fall, such as trees or outside walls.

After the shaking, remain calm. Adults should check for injured students, employees or other trapped individuals. If a teacher is seriously injured, unconscious or trapped, students should request evacuation assistance from a teacher or other adult in an adjoining room. Seriously injured persons, including children, should not be moved, but left where they are, unless there is imminent danger, such as fire or threat of immediate structural collapse. The location of any injured or trapped individual who was not assisted during the initial evacuation must be reported immediately to the Director.

If a power failure occurs, and lighting is not available, or is insufficient for a safe exit, persons should wait for someone with a flashlight to provide for a safe exit.

Interior structural damage, fallen furnishings, broken glass and other debris may obstruct primary exit routes. When exiting the building, be aware of exterior hazards such as glass from broken windows, fallen bricks, exterior building materials and downed power lines.

Once outside, unless otherwise directed, everyone should go to one of the three appropriate assembly areas and follow the procedures outlined in the emergency evacuation procedure for checking the safety and evacuation of students, staff and visitors.

Bomb Threat

The Director will determine the need to evacuate. The appropriate authorities will be notified immediately when a threat has been received. Such authorities shall include the police and the school's security company. The General Manager shall be informed. Other bodies, such as embassies or other companies, may also be notified. The administration and Administrative Director, under the direction of the Director, shall be responsible for such notification. Buildings may be re-occupied upon approval of the police.

Fire Alarm Procedure

The administration and office manager, or person discovering the fire, will sound the alarm.

Quietly line up, exit the building in a line lead by teacher, follow evacuation instructions, and proceed to the closest meeting point.

If smoke is heavy, cover nose and mouth with shirt or sweater and encourage children to keep low down when moving to exits.

If not in the classroom and fire alarm sounds eg. at toilets, playground, etc. immediately proceed to the closest meeting point.

At the meeting point, wait until further instructions and until it is safe to return to the classroom.

The administration and office manager will contact the fire station, using an outside mobile phone if necessary.

Lock Down Procedure.

CGB is in the process of finalising the details for Lockdown Procedure.

A lockdown of a building or group of buildings is an emergency procedure intended to secure and protect occupants who are in the proximity of an immediate threat. This procedure is used when it may be more dangerous to evacuate a building than stay inside. By controlling entry/exit and movement within a facility, emergency personnel are better able to contain and handle any threats.

A notification to occupants to lockdown may be sent by Campus Security, emergency personnel, or from an Academic or Administrative Head. As each building on campus is unique, individuals may receive notification to lockdown through various means.

It is essential for the safety of occupants and emergency responders that individuals comply with instructions provided by emergency personnel at all times

Upon Alert to Lockdown:

If you are in a classroom, room or office, stay there, secure the door and windows and await further instructions or escort from emergency personnel.

If the door does not lock consider barricading the door with tables and chairs

If you are in a corridor go into the closest office not already secured and lock or barricade the door and windows

Close curtains or blinds where possible

Stay away from windows and doors

Stay low and quiet

Cell phones should be put on quiet or vibrate mode. Do not make non-essential calls.

Actions to Avoid:

Do not open the door once it has been secured until you are officially advised “all clear” or are certain it is emergency response personnel at the door

Do not use or hide in washrooms

Do not travel down long corridors

Do not assemble in large open areas (e.g. cafeterias)

Do not call 123 unless you have immediate concern for your safety, the safety of others, or feel you have critical information that will assist emergency personnel in the response

Considerations:

Follow instructions from emergency personnel only

During a lockdown, if the fire alarm is activated, remain where you are and await further instructions over a PA or portable loudspeaker

If possible, monitor www.cgb.edu.co for updates.

For their own safety, emergency personnel must initially consider all individuals as potential threats. It is important to follow instructions from police at all times to avoid harm and ensure the best possible response.

j. Visitors into School

At CGB we have an open door policy and visitors are very welcome in our school. They may be parents, prospective parents, prospective pupils, people with an interest in education from other bodies or establishments, contractors or other persons. It is important that such people are treated with courtesy at all times and that they are made to feel welcome.

This responsibility rests with staff and pupils alike. However, it is also important that the safety and security of pupils, staff and property is considered and therefore the following conditions should be observed:

- During the school day, all parents and visitors may only enter via the front gate.
- Parents are required to display their school ID cards, visitors will be issued with a “Visitors Badge”.
- The gateman will report visitors to the school secretary.
- Additionally, when collecting their children at the end of the day, parents may also enter via the back gate, only if they display their school ID card.
- On Parent Teacher Consultation Day, parents must sign the visitors’ register at the front gate.
- All parents and visitors must be aware of emergency procedures

Health and Safety Recommendations for Visitors

The alarm sounds

Exit the building you are in

Report to the closest “Meeting Point”.

Await further instructions

Parking

Due to restrictions at the front of the school, parking is available at Club Cafam for a fee. The entry and exit to the parking lot should be through the club’s main entrance. Usually parents who show their CGB ID are allowed to walk inside the club, up to the gate in front of the school.

Parents who have drivers are asked to please be dropped off swiftly and for their drivers to then move on quickly. Please do not park outside the school, as this will cause traffic congestion, and you could be penalised with a police parking ticket.

k. Non-smoking Policy

CGB is a non-smoking campus. This applies to any time of day and any situation. This code of conduct applies:

- even if there are no students on the premises.
- during any social occasion within school.
- to students, general staff, teachers, parents and visitors.