



PRIMARY HANDBOOK 2024-2025

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Welcome from the Principal

Dear Parents and Students,

It is our pleasure to welcome you to the 2024-2025 school year at The British School of Tashkent. We want to extend a very warm welcome to all our new and returning students and parents as we enter our 15th year here in Tashkent. Our aspiration is to achieve a World Class Education for all pupils in our growing community here in Uzbekistan. We are fortunate to be part of the NAE Group, a network of 87 schools established across the globe.



We are looking forward to providing your child with an exceptional educational experience. We will continue to build on our reputation of excellence as we seek to meet the needs of all students enrolled in our school. Our staff members are enthusiastic and passionate about teaching and bring a wealth of experience and expertise.

At The British School of Tashkent (BST), we have created a stimulating, safe and positive learning environment, with high expectations of achievement, endeavour and behaviour. We are committed to making the curriculum accessible to all students through utilising a range of teaching styles and state of the art technology, which will motivate our students to develop independent, lifelong learning skills.

As the Principal of BST, my role is to establish a culture that promotes excellence, equality and high expectations of all students. We value the opinions of our parents, therefore please feel free to send an email or call to arrange a visit. Parental input is invaluable, and I look forward to working with you in the most important job you have - educating your child.

We hope you will find this handbook useful and look forward to working closely with you to ensure the success of BST and our students.

Yours sincerely,

A stylized, handwritten signature in dark ink, appearing to read 'Andre Nel'.

Dr. Andre Nel
Principal



Welcome from the Head of Primary

Dear Parents and Students,

I would like to extend a very warm welcome to you and your family from the Primary team here at The British School of Tashkent. I hope this handbook will answer many of your questions about life at our school, especially for those who are new to BST.

In following the English National Curriculum, we are committed to providing effective learning opportunities and appropriate learning challenges for all our students.

Every child enrolled at BST is valued regardless of their circumstances, and we endeavour to meet the individual needs of all children in an environment that recognises their different talents, learning styles, backgrounds and cultures.

Our team of fully qualified and experienced teachers and support staff work closely with each child to ensure they have a highly personalised and progressive education; supporting them to achieve academically as well as socially, emotionally, creatively and physically.

At BST, we value parental collaboration and encourage our families to be fully immersed in their child's learning journey. We encourage our parents to work closely with us to build an open and honest partnership in which regular communication and mutual support is fundamental. We have an 'open door' approach that means our teachers are always happy to meet with you to discuss any concerns or answer any questions that you may have, provided you arrange this in advance.

The primary team look forward to working together with you and trust that your experiences here at BST will be positive, healthy and enriching.

Yours sincerely,

Mr. Colm Rowan
Head of Primary

Academic Calendar

2024-2025



Dates

12th August – 18th October

(21st October - 25th October Half Term Holiday)

28th October – 18th December

7th January – 14th February

(17th February – 19th February Half Term Holiday)

24th February – 20th March

8th April – 13th June

Key dates for your diary

- 1st September - Independence Day (School Closed)
- 10th - 12th September – Meet the Teachers
- 1st October – Teachers' Day (School Closed)
- 11th November – Trade Union Day (School Closed)
- 8th December – Constitution Day (School Closed)

- 8th March- Women's Day (School Closed)
- 21st March- Nowruz Holiday (School Closed)

- 9th May – Victory Day (School Closed)
- 6th June – Eid Al Adha (School Closed)

Please note:

- **School will be closed on National Holidays**
- **The last day of each term will be an early finish.**

School Hours

Registration
08:00 - 08:15

School Finishes
15:30(14:40 on Friday)

Lesson	EYFS	Lesson	Years 1-2	Lesson	Years 3-6
Registration/PSHE 8:00 - 8:15					
1	8:15-9:05	1	8:15-9:05	1	8:15-9:05
Snack	9:05-9:30	2	9:05-9:55	Snack	9:05-9:30
2	9:30-10:20	Snack	9:55-10:20	2	9:30-10:20
3	10:20-11:10	3	10:20-11:10	3	10:20-11:10
Lunch	11:10-12:00	4	11:10-12:00	Lunch	11:10-12:00
4	12:00-12:50	Lunch	12:00-12:50	4	12:00-12:50
5	12:50-13:40	5	12:50-13:40	5	12:50-13:40
6	13:40-14:30	6	13:40-14:30	6	13:40-14:30
Snack	14:30-14:40	7	14:30-15:20	Snack	14:30-14:40
7	14:40-15:30	Snack	15:20-15:30	7	14:40-15:30

****The Uzbek School curriculum will be completed during the school timetable. Students who are not required to attend Uzbek School will do Global Campus****

Primary Leadership Team

The Head of Primary is supported by a Deputy Head of Primary and 4 phase leaders:

- **Mr. Alexander Blount Hogg** alexander.b@britishschool.uz
 - Deputy Head of Primary
- **Ms. Irene Nel** irene.nel@britishschool.uz
 - EYFS and SENCO
- **Mr. Darragh Murphy** darragh.murphy@britishschool.uz
 - KS1–Years1-2
- **Mr. Michael Graham** michael.graham@britishschool.uz
 - KS2 – Years3-4
- **Mr. Dillon Wolfe** dillon.wolfe@britishschool.uz
 - KS2 – Years5-6

Our curriculum

Our students follow an enhanced National Curriculum of England and Wales. We aim to provide a high-quality curriculum, which is designed to encourage individuals to reach their full potential and inspires them to create their own future

EYFS Overview

In our EYFS Department, we embrace each child's uniqueness and individual learning style. We recognise that children develop at different rates and in various ways, valuing all aspects of learning equally. Our approach fosters confident, resilient learners who view mistakes as opportunities for growth. With a focus on positive relationships and a nurturing environment, we aim to cultivate independent, responsible learners.

Curriculum Highlights

- **Learning Environment:** Our Pre-Nursery, Nursery, and Reception classes provide a safe, supportive atmosphere that prioritizes holistic well-being and communication skills.
- **Core Curriculum:** We emphasize literacy, numeracy, artistic expression, and worldly understanding, supplemented by enriching extracurricular activities.
- **Key Areas of Learning:** Our curriculum centres on seven key areas, with a focus on the Prime Areas (personal, social, emotional development; physical development; communication and language) in early stages, gradually expanding to include literacy, mathematics, understanding the world, and expressive arts and design.

Our EYFS program aims to

- Create a secure, nurturing environment where every child feels valued.
- Tailor learning experiences to each child's needs and interests.
- Make learning engaging and relevant, linking classroom activities to the world outside.
- Ensure consistent, high-quality education for every child, fostering progress.
- Foster strong partnerships with parents, keeping them informed and involved.
- Prepare children for successful transition to Year 1.



Key Stages 1 and 2

Primary Curriculum Overview

Key Stage 1 (Years 1 & 2)

- Focus on literacy and numeracy skills alongside learning about global phenomena, comparing different countries and cultures, and historical periods.
- Formative assessments track reading, writing, and mathematics skills, with regular phonics assessments to address any gaps in foundational reading skills.
- Year 2 concludes with progress tests in English and Maths, along with NGRT reading assessments.

Key Stage 2 (Years 3-6)

- A focus on independent reading and writing skills in English lessons.
- Mathematical fluency and problem-solving skills are taught throughout the year.
- Further development of research and independent enquiry skills, applying knowledge in varied contexts.
- Termly summative assessments include GL Primary Progression tests in English, Reading and Maths for Years 3 to 6. Additionally, internal assessments such as Big Writes, Reading and Mathematics assessments occur half termly.

Curriculum Structure

- Core subjects (English, Mathematics, Science) taught discretely, with units providing opportunities for new learning and consolidation of previous objectives.
- Dedicated lessons for reading, handwriting, and spelling to ensure key skills are taught and practiced.
- Topic-based learning integrates foundation subjects, emphasizing real-life connections.
- Specialist lessons in Russian, Music, PE, and ICT provided throughout the Primary School.
- Weekly PSHE lessons focus on holistic development, complemented by discussions on positive behaviours in assemblies.



Uzbekistan Nationals will also complete all the requirements for the Uzbek Curriculum

	Years 1-2 (Key Stage 1)	Years 3-6 (Key Stage 2)
PSHE/Assembly	3	3
English	5	5
Phonics/Spelling	5	1
Library	1	1
Reading	N/A	1
Maths	6	5
Science	2	2
IC	3	2
Modern Foreign Languages	1	3
Music	2	1
Art	1	1
ICT	1	1
Physical Education	2	2
Uzbek Curriculum/ Global Campus	N/A	4



Arrival and Departure Procedures

Students should **arrive to school at 8.00am** so that they have time to organise themselves and be at the appropriate classroom for their first lesson. Registration/PSHE starts at 8:00am and Lesson 1 at 8:15am. Students who arrive late for school after 8.10am will be marked as arriving late and will collect a late mark from their subject teacher on the Register. The attendance and late arrivals will be monitored by both the subject teacher, the Form Tutor and the relevant Phase Leader. Where lateness is a re-occurring problem, steps will be taken to ensure punctual arrival to school.

Please ensure that you or a designated guardian collects your son/daughter from a member of the security staff at the end of each day from the designated entrance of the school.

Security

We have security guards at the front gate to ensure unauthorised personnel do not enter the school grounds and all visitors entering the school are required to sign in and out.

All families will be asked to have their photographs taken by BST administration team or send in electronic photos so that ID cards can be made for any adult picking up a child. No adult will be allowed on the school grounds without their ID card. This ID card must be visible – either hanging around your neck or clipped to your chest. Parents should provide the school with at least two contact telephone numbers in case of emergencies. It is vital that you inform the school of any changes to these contact numbers. Please support us with this.

It is essential that we have an accurate record of who is authorised to collect your child and their photograph in order to make an ID card. We will not release a child to the custody of a different adult unless we have received notification from the child's parent.

If you need to collect your child during the school day, please call the Sayram/Kalandar reception. We do not allow any student to leave the school site without direct contact from a parent/guardian.

Parents are not allowed to go up to classrooms to collect their children and must wait at reception.

Early Release slips will need to be collected from the front desk before leaving the school premises and shown to security. Please try and keep absenteeism down to a minimum and only in emergencies.

(Please note that birthday parties and trips to the mountains are not reasons to remove students from school for the day.)

Extra-Curricular Activities

The Extra-Curricular Activities (ECAs) programme offers a wide range of activities including sports, music, art, science, creative learning. The opportunity for students to develop interests beyond the classroom is an integral part of the school. ECAs are on Tuesdays and Thursdays from 2:40pm to 3:30pm on Kalandar, and on Tuesdays and Thursday on Sayram (Reception to year 2).

The activities are organised by staff members and outside instructors. Generally, there is no charge except when they may take place off site or are run by external tutors. The students will be notified of the clubs on offer in advance so that you can assist your child in choosing the preferred activities.

Once an activity is chosen for each term, it is important that the student remains committed to that activity. Students and families will, of course, be made aware of the requirements of the activities that they select.

School Uniform

School uniform is compulsory for all students attending the school. We believe that wearing school uniform in a proud and smart manner promotes positive self-esteem and, therefore, is integral to the ethos of the school. All students are expected to arrive at school every day in clean clothes, which are to be worn in a tidy manner. We expect our students to take pride in their school uniform.

Other items

Footwear is an important aspect of the school uniform; the correct socks and shoes complete the uniform. Shoes should be made of black leather, be business- like style and worn each day.

On PE days, students must wear appropriate footwear for the activity on offer - normally training/sports shoes. All students should wear regular PE uniform for lessons and house colours for competitions and events only.

Use of coats and anoraks are encouraged during cold and rainy days, and sunhats on sunny days. A pair of indoor and outdoor shoes is also required throughout the year and is essential during the winter months. Girls may wear tailored trousers in winter.

We encourage independence in our students. This does mean at times that items can go temporarily missing. **Please label all items of school uniform with the student's name and class.**

General Appearance

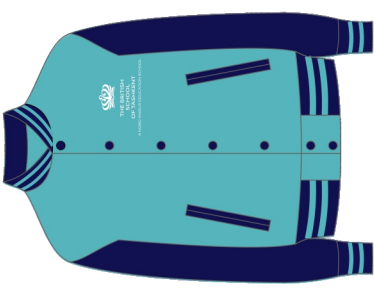
For safety reasons the wearing of earrings (except studs), or other jewellery (metal or plastic) must not be permitted during sporting activities, PE or swimming. They represent potential hazards to all participants. Medical, professional and occupational safety advice confirms that they should be avoided at all times.

Hair should be worn in a neat style. Please note that extreme styles including 'tramlines' and bright colours are not considered appropriate hairstyles for school. If a student attends school with a hairstyle that is deemed inappropriate, the Head of Primary will inform the parents and request a more suitable style. Makeup and nail varnish are not permitted in school. Furthermore, a student may be required to wear hair tied back and/or to remove jewelry if it is deemed hazardous to an activity.

PET-Shirt



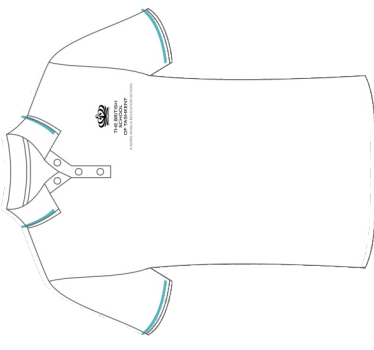
Bomber Jacket



Shirt



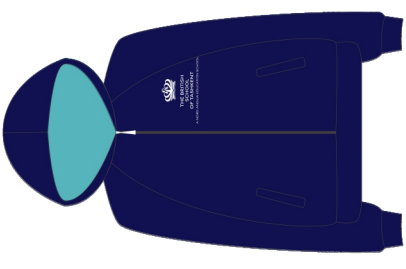
Polo



Polo



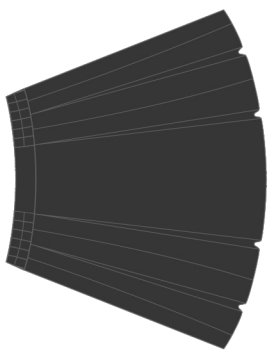
Tracksuit



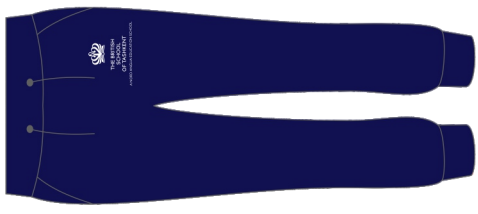
Knitted Cardigan



Trousers



Skirt



PE Shorts

House T-Shirt



Romans

Saxons

Vikings

Normans

Uniform Set for Students

What your child will need for School

Water Bottles

- Each student will be asked to bring their own reusable water bottle to school.
- The bottle should be individual and never shared with others.
- It should be clearly labelled with the name and class of the student.
- The bottle will be returned home at the end of each day to be washed.
- Only water should be contained in the bottles - no juice, carbonated drinks or flavoured drinks.
- Water dispensers will be available at school for refills whenever required.

Storage & Usage

Please note that students may not be permitted to use water bottles in locations which are deemed hazardous, e.g. in the vicinity of technology and/or electrical equipment

Resources

We provide resources for learning such as pencils, coloured pencils, pens, rulers, scissors and other equipment. If they want, primary students can also bring a pencil case to school every day with personal items needed for the school day. These items include black, blue and green pens, a ruler, pencils, coloured pencils, rubber/eraser and pencil sharpener. This pencil case should be brought to school in a bag where other personal items may be kept.

Prohibited Items

It is school policy not to bring the following items to school:

- chewing gum and sweets
- toys or games unless at the request of a teacher

Only electronic devices as per the BYOD policy are allowed. This is to ensure that students' belongings do not get damaged or lost. If a parent needs to contact a student urgently, a message can be passed through the school office.

Mobile phones are only allowed using the following guidelines:

The student is solely responsible for the phone. School will not be responsible for lost or damaged phones.

The phone must be kept in the child's backpack and not taken out unless with the staff member's permission.

School Lunch

School meals are freshly prepared daily on the school premises. A hot and nutritious lunch is served to all children in school. School lunches are paid for in advance along with tuition fees. If you have not already informed the school that your child has dietary restrictions (whether for health, religious or allergy reasons), please do so immediately. We will inform the school kitchen and special arrangements will be made to provide proper suitable alternatives.

Snacks

A healthy selection of snacks is provided for students by BST as part of the designated lunch fees. They are available at break time. **Please be aware that BST is a nut-free zone.**

Birthdays

We are happy to celebrate your child's birthday in school. If you would like your class to celebrate your child's birthday, please contact their class teacher to make arrangements. Please remember that any cake/confectionary brought into school needs to be nut free. **Additionally, please support our staff with this – individually wrapped cupcakes/doughnuts/treats are much better than a cake that needs to be cut – this takes time out of the school day and is not easy for staff to manage.**



Behaviour

Positive Behaviour and Code of Conduct

Our school's Code of Conduct aims to achieve a positive atmosphere in which more time is spent on teaching and learning. We recognise that the school has a critical role to play in developing self-discipline in students. We aim to establish acceptable patterns of behaviour and to encourage students to develop a sense of responsibility, self-respect and a respect for other people, property and the environment. It is essential for parents and the school to work in partnership so that the values encouraged by home and school are mutually reinforced.



Members of staff will reinforce positive behaviour using praise, House Points, positive emails home amongst other methods. Whilst we endeavour to focus on the positive, the use of verbal warnings and detentions (breaktime and lunchtime) are the main sanctions employed where necessary.

BST Golden Rules



We follow instructions



We don't use bad language



We focus on our learning



We keep our hands and feet to ourselves



We don't distract others



We are kind and respectful



We take care of our school



We are responsible for our behaviour

House System

On entry to the school, each student will be allocated a house, with members of the same family being placed in the same house. We always seek a balance of male and female students in each house. The house names and colours are as follows:



The whole school is involved in the house system including families, teachers and teaching and learning assistants. House captains will be elected from Years 1-6. Students will be able to apply for the position, give a speech to their house and the rest of the students in the house will vote.

The House system is comprised of two parts

- House system, where students gain house points for individual awards relating to their progress and efforts in all aspects of school life.
- Inter-house competitions such as sports days, swimming galas, poetry and music competitions.

We celebrate achievement throughout the school year, recognising excellent attendance, citizenship and student leadership, and certificates are awarded regularly in assemblies.

Certificates in Primary

At BST, we believe that great efforts should be rewarded and recognised. With this in mind, we have a house point system designed to encourage high standards and positive actions from our students throughout the year. House points, therefore, will only be awarded when students do their very best.



During the year, students will be awarded house points for excellent work, effort, progress and good citizenship. Teachers award points to each student when deserved and it is the responsibility of the student to enter their house point on the chart displayed in the class or on Class Dojo. This can be a coloured square or a tick alongside a name. There will be no negative actions such as minus house points. Certificates will be awarded in assembly to successful students.

At the end of each week, the house points from each class are collated, with the winning house announced during assembly. Winning house teams will perform their house chant at assembly each week. Alongside house points, each week during assembly, the teachers will nominate a student from their class as the “Star of the Week”. We also celebrate citizenship by sharing examples of excellent behaviour in the Golden Book.

Attendance

Regular daily attendance is essential if students are to achieve their potential. Good attendance is set at 95% of the school year. This means that a student can have several days absence each year for illness and still achieve excellent attendance. There is a clear and proven correlation between attendance and exam performance and we ask that parents support attendance at school wherever possible to support the success of their child in their learning.

Absence from school for reasons which are neither health-related nor involving an emergency are strongly discouraged and should be kept to a minimum. Parents who are aware of such future absences should inform the class teacher and seek permission from the Head of Primary as far in advance as possible.

Our school nurses/doctors calls the parents of every child, on the first day of their absence. This is to confirm the absence and clarify the details.

Please note that it is not school policy to provide work for students who are absent unless it is planned, and teachers have been notified. Attendance of each child is monitored weekly by class teachers and School Leaders and parents will receive notification of the number of absences in the student's school reports. Where there is significant concern arising during a term, parents will be asked to attend a meeting with their child's class teacher and/or Head of Primary to discuss the nature of the absences and how attendance can be improved.

Absence Through Sickness

While regular daily attendance is important, sometimes absence is unavoidable through sickness. Please inform the school if your child is unable to attend school for health reasons. Please telephone or message through Seesaw as early as possible after 8:00am and leave a message for the form tutor.

In order for us to ensure the health and safety of your son or daughter, please advise us of any medical problems your child may have when there is an allergy to materials or food. Please ensure that the health questionnaire has been completed.

If your son or daughter becomes unwell and the class teacher feels that s/he may not be well enough to participate in lessons, the student will be referred to the school nurse on site. After further observation, if the student is clearly not well enough to return to class, you may be telephoned to collect your child. The Head of Primary authorises a child to be sent home due to ill health in school. Please be aware that it is the responsibility of the parents to collect an unwell child, and that the school cannot provide a driver in such circumstances. Please ensure that school always has updated contact phone numbers.

A minimum of 90% of the school year is required to ensure that the student has attended enough to make reasonable progress. When attendance falls lower than 90%, learning and progress can be affected and over time this will have an accumulative detrimental effect on a student's wellbeing and exam results.

Health and First Aid

The school employs a full-time qualified nurses/doctors on each site. In the unlikely event of a more serious accident, emergency services will be called to the school and parents will be telephoned immediately. In consultation with parents, transportation will be organised to a hospital or international clinic.

Medicine for Students

Academic and administrative staff are prohibited from giving any medication to students whilst on site. Students are also not allowed to self-medicate.

School nurses/doctors require a prescription from a doctor with the doctor's signature and stamp in order to administer any medication to a child. If this cannot be provided, a family representative known to the school will need to administer medicine to the student with the school nurse present. If a student indicates having a minor condition such as a headache, the school nurse may contact the parent to request permission to provide a mild painkiller so that the student may recover and remain in school.

Role of the Parent

At BST we recognise the importance of involving our parents in their child's education and we encourage the support of parents throughout the school. Parents are often invited to support class assemblies, activities, open days and curriculum days in order to be involved in school life as much as possible.

In addition to your role within school we also encourage your support with your child's learning at home. At BST we consider homework to be an excellent way to review or reinforce work taught in school rather than a way to extend learning.

Home/School Communication

At BST we greatly value working in partnership with parents and guardians to ensure the very best for your children. As part of this, we place a strong emphasis on opening up many avenues of communication between parents and teachers. Please take the time to read the following to help you understand the different ways that we can share information with each other.

- **Seesaw** - Seesaw is used on a daily basis for the teacher to communicate with parents and students. The private messaging function can be used for both parent and teacher communication. Please allow 24 hours for a reply. Teachers will not respond during lesson time. Seesaw will be used to communicate homework and announcements on Fridays. Please ensure you have the Seesaw Family and Seesaw Class apps downloaded on your device and connect to your child's journal. Please ask your child's class teacher for the code if you do not have one.
- **Email** - Critical/individual communication can also be maintained by email, though we ask you to do this selectively and concisely so that email communication remains manageable for teachers in order that they can focus on their classroom work. The subject teacher should be the first point of contact with any subject based issues. The Form Tutor should be contacted with general queries. When appropriate, they will refer any important issues to the Senior Leadership Team. If you wish advice on administrative aspects of school our admin team are always happy to help.



- **School news** will be published via email and the Telegram group. It includes articles from staff and students and photos celebrating what the children have done throughout this period and updates on important events. Our Marketing and Communications team will control this.
- **School Reports** - Each term you will receive a full written report on your child's progress and attainment. (See the section: Reporting Procedures)
- **Parent Teacher Consultations** - These take place twice a year and give you the opportunity to talk one-to-one with the teacher about your child's progress, development and targets.

Target setting and Reporting Procedures

Teachers report progress data in each term, and this is shared with parents in a report. The progress data is mapped to targets set in each subject for each student that are based upon a range of formative and summative assessment completed in the school. Each report to parents will indicate the current progress their child has made, as well as their attitude to learning and whether they are currently performing in line with, exceeding or falling below expectations of progress.

Homework

An important aspect to homework learning is to train the students into a form of time management so it is important that students tackle homework early to avoid accumulation on one night. Students are encouraged to take on the responsibility for the organization of work as they progress through school. The aim is to build independent learners and a key aspect to this is incorporating into lessons the need to develop self-study skills.

Homework should be:

manageable for parents, students and teachers

directly related to students' class work and the school curriculum

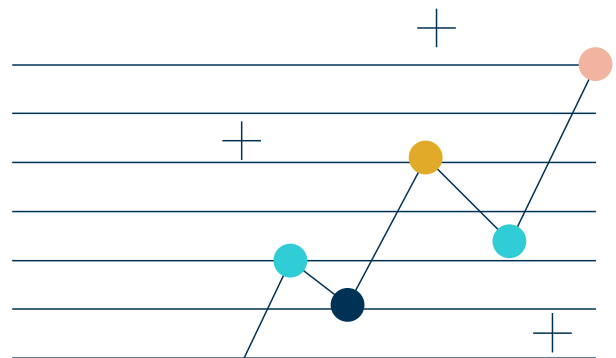
regarded as important and monitored by parents and teachers

clearly understood by all students in term of objectives and feedback

Expectations

The following time spans should be followed as a guideline for weekly home learning. Expectations will rise with the age of the child, guiding them towards independent study and a responsible attitude to learning.

- Year 1: 30 minutes a week
- Year 2: 45 minutes a week
- Year 3 and 4: 1 hour a week
- Year 5: 1 hour 15 minutes a week
- Year 6: 1 hour 30 minutes a week



Every child should also read for at least 15 minutes every day

The class teacher is responsible for setting homework, ensuring that the demands are manageable and relevant. Home learning should be varied, including many areas of the curriculum including Reading, Writing, Speaking, Listening, Mental Mathematics, Written Mathematics, Science, History, Geography, Art, etc. Normally, home learning is Mathematics, reading and spelling and then a task from the Homework Grid should be completed. Homework Grids will be sent home every half term. Project work through Global Campus will also be set, which the students will be working on in school but can work on in their own time at home too. Teachers will aim to keep parents informed and involved. Homework will be sent out using Seesaw.

Please let the class teacher know if homework becomes an issue or extra support is needed.

Using English in School

Bilingualism is an asset to the pupil and the school, and this is reflected in the way we approach the use of language in school. English is the first language of the school and we should encourage it to be used as much as possible. It is the one common language that all pupils will share and therefore has the capacity to unite all pupils.

It is not forbidden for children to use their native language in the school, however, our graduation towards exclusive use of English in the classroom and on the playground grows with the age of the children and their English language proficiency. Younger children and those new to English, may use their native language when necessary, but move gradually towards more and more English.

When determining the use of native language in school, the age and capability of children is key, and all staff will take a commonsense approach. Pupils are not reprimanded or sanctioned for using their mother tongue. Instead, they are positively encouraged to use English wherever possible.

Educational Visits

Educational visits are crucial opportunities to learn beyond the classroom and each Primary department is encouraged to take learning beyond the walls of the school through curriculum-related trips and visits. In the Primary school, we offer the opportunity for our students to enjoy a range of trips and visits which include participating in Nord Anglia activities in other countries, as well as broadening and deepening their learning closer to school. This opportunity is of great benefit in supporting independence, maturity and self-esteem and for many students is the highlight of the academic year.

Every effort is made by the organising staff to share information and costs at an early stage. We will advise on the needs for visas, flights, and other services that the school may not be able to take payment for directly so that parents can be organized and timely in securing their child's place on the trip.

Meeting Student Needs

At BST every effort is made to meet the individual needs of all learners in each lesson and in their experiences at the school. Learning is differentiated accordingly by all subject teachers and additional support provided where it is appropriate and reasonable.

MAT (More Able and Talented)



Able students are accommodated by effective differentiation to challenge high ability groups in classes across the curriculum.

Students with exceptional academic potential will enter the MAT register and an IEP developed to ensure that progress and achievement in line with their abilities are achieved. This may be in one or multiple subjects.

Talented students with exceptional abilities in Drama, Music, Art or PE will enter the MAT register and an IEP developed to ensure that performance or competitive opportunities in line with their abilities are achieved. This may be in one or multiple disciplines.

We believe that it is important that talented students are challenged and have an opportunity to showcase their abilities.

EAL (English as an Additional Language)

We embrace and celebrate the many languages of students at The British School of Tashkent. We have a well-established system developed by our EAL Department to assess, target, track and promote a student's linguistic proficiency. Where the need is detected, students join high intensity, small group lessons to develop social and functional language.

All students who speak English as an Additional Language have individualised language targets which support their continuing language journey, especially in regard to academic and cognitive language skills. Our teachers are very aware of how best to support not only meeting the curriculum requirements, but also developing language objectives to develop bilingual students.

Learning support

Our aim is for all pupils to access the curriculum independently and with success in our Primary school. A small number of students may benefit from support with their levels of English or to meet a specific learning need. We maintain registers for both English as an additional language (EAL) and moderate special educational needs and disabilities (SEND) and provide support in line with our school admissions policies.



“Bring Your Own Device” (BYOD) Policy

Technology is an integral part of life, and this is no less true in education. At BST we are dedicated to a learning environment that gives access to appropriate technology in order to enhance learning, unlock potential and connect students locally and globally. We ensure that all students and staff have access to internet in all areas of the school and they may bring a device of their own to access this.

The BYOD policy has been designed to ensure that all members of the school community are given the opportunity to develop the necessary digital literacy skills to thrive in the digital age.

These devices are for use for educational purposes only. Students regularly not using their devices for educational purposes will have them confiscated and the device may need to be collected by a family member.

The use of BYOD supports key contemporary learning skills including

- Accessing, filtering and processing information
- Planning and organizing
- Making choices and decisions
- Facing challenges and problem solving
- Risk-taking and overcoming challenges
- Collaborating and sharing
- Communicating
- Being creative and innovative
- Reflecting this policy applies to any device that is not school owned or supplied and is used to access the school wireless network.

The purpose of this policy is to establish clear guidelines and procedures when students use their own devices in school, to ensure safe use and the integrity of the BST network.

Which devices are suitable for BYOD ?

At BST our BYOD model is based upon The Bring Your Own Standard Device, where the students have to procure a device from a limited selection of standardised requirements dictated by the school. Fully funded and owned by the student but managed by the school. This allows for both parent and student to choose a device which meets their budget and needs, while meeting the requirements of learning at BST.

The suggested devices at BST are as follows:

Year Group		Preferred Device
Years 3 to 6	→	Suitable Tablet/iPad
Years 7 to 11	→	Suitable laptop/ MacBook or Tablet
Years 12 & 13	→	Laptop/MacBook

Please look at the below specifications for the device you would like to bring in.

Windows Device

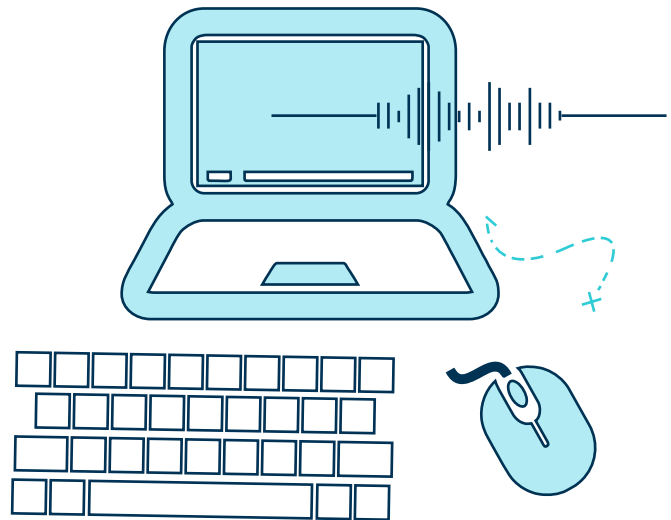
- My device is not older than 4 years, or was purchased during or after 2020
- My device has a 4 + hour battery life
- My device has working Wi-Fi
- My device has a protective case
- My laptop has up to date Anti-Virus Software

Apple Device

- My laptop is not older than 4 years, or was purchased during or after 2020
- My device has a protective case
- My laptop has a 4 + hour battery life
- My laptop has working Wi-Fi

Software & Apps

- Microsoft Office
- Word processing (Microsoft Word)
- Spreadsheet capabilities (Excel)
- Cloud Storage (OneDrive)
- Chrome or Edgeweb browser
- Voice recording capabilities
- Video recording/editing



Students with tablets will be required to download Apps to suit the learning situation within their classroom. This may also include a Mobile Device Management software.

All students have access to Microsoft Office via their Nord Anglia Education account.

School iPads and other devices will be provided to **Early Years, Years 1 & 2** as younger students are not expected to carry their own devices between home and school.

Please note that smartphones are not considered a suitable device due to screen size, storage limitations, and function restrictions.

Are there restrictions on the use of my device?

The use of a personal device in the school is for instructional use only and at the teacher's discretion. In addition, the wireless access is for internet use only, and users will not have access to other school systems or printers. Any use of the wireless network entails personal responsibility and compliance with all school rules and policies.

Will I receive technical support?

All students will be given the necessary help and guidance to set up passwords and access the internet. However, due to the large number of devices in the school, maintenance and technical support is the responsibility of the user.

Oversight

The school reserves the right to monitor the network to ensure its proper use. All information traveling through the network or stored on the network can be monitored by the school.

Software & Apps

In the interest of protecting the school network from viruses and malware, the user may only install software and apps from sources authorised by the school. If in doubt, users must err on the side of caution and check with the school whether a source is authorised



Parental approval

Pupils can only use school devices outside of school with parental approval. Pupils must also seek parental approval before installing any software or app that is not directly related to schoolwork.

Responsible Use

Back ups

It is the responsibility of each user to back up their devices on a periodic basis. The school is not responsible for loss of important data or material as a result of the user not performing a backup.

Passwords

Users should ensure they keep usernames and password safe and should only communicate them on request to members of the ICT team. Users must log off from the network and/or platforms when not in use.

Good care

Mobile devices, such as tablets, laptops or peripherals should not be left unattended and should always be stored in secure locations. Devices should have protective covers. Food and beverages should not be left in proximity of a device.

Preparedness

Users of mobile devices should ensure batteries are sufficiently charged at the start of the school day. They should also ensure that enough memory space is available.

Conduct

General conduct

The same rules of conduct and behaviour that apply to any instance of school life apply in the use of technology. Every member of the school is expected to uphold the highest levels of honesty, decent behaviour and care towards others when using technology.

Communication with outsiders

Pupils are strictly forbidden from using their devices during school time to communicate with anyone outside the school unless the matter is related to work or study and has the explicit consent of a member of staff.

Hacking

All users of the school's network are responsible for all material accessed under their account. Accessing or attempting to access another user's account without permission is strictly prohibited. Users may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to the school or other users on the Network.

Disciplinary action

The misuse of ICT devices or the school network will be considered a disciplinary matter and will be addressed according to the school's disciplinary policy.

In Summary

We hope that this handbook provides an informative introduction to our school. If you should need any further guidance, please feel free to look at our website or contact the appropriate member of the school for further advice.

All relevant contact details are available on our website, from Reception or by contacting the Head of Primary, Mr. Colm Rowan (c.rowan@britishschool.uz) who are all happy to help. In the meantime, we look forward to you joining our school.





THE BRITISH
SCHOOL
OF TASHKENT

A NORD ANGLIA EDUCATION SCHOOL