

RESPECTUS

MORALITAS

HONESTAS



THE BRITISH SCHOOL OF
ULAANBAATAR
PARENTS HANDBOOK



THE BRITISH SCHOOL OF
ULAANBAATAR

Contents

pg 6	<i>Welcome from the Head Master</i>
pg 8	<i>School Introduction</i>
pg 12	<i>Curriculum Overview and Compliance</i>
pg 18	<i>Academic Curriculum</i>
pg 28	<i>Beyond Lessons and Co-Curriculars</i>
pg 44	<i>After BSU</i>
pg 46	<i>Admissions</i>



WELCOME LETTER FROM HEADMASTER

Mr. Mark Reed

Welcome to the British School of Ulaanbaatar (BSU). I am confident you will find that BSU is the right choice for your child's education. Within our safe environment your child will benefit from our respectful culturally diverse community of pupils and teaching staff. Our teachers will nourish your child's natural curiosity, foster their academic abilities and develop their sense of independence, self-motivation, ethics and responsibility.

Our Values

The British school of ulaanbaatar (BSU) provides a unique educational opportunity in the capital of Mongolia. At the heart of the school's ethos are the needs of the children.

We cater for these needs by providing a nurturing environment providing opportunities for academic achievement and fostering individual talents and strengths.

Mission and Vision

*"TO PROVIDE **AN EDUCATION FOR THE WORLD** BY INSPIRING LIFELONG LEARNERS"*

Our Values (Six C's)

*"CURIOSITY,
CREATIVITY,
COMPASSION
COMMITMENT,
CONFIDENCE,
CONTRIBUTION"*



Global Accreditations

The British School of Ulaanbaatar proudly adheres to rigorous international accreditation standards, ensuring our commitment to excellence and global educational best practices.

Photo: School Lobby Area



Since BSU's founding we have been a member of COBIS and now enjoy full Patron's Accreditation status. COBIS exists to serve, support and represent its member schools, ensuring each school adheres to offering a British education to its student body.



In September 2022, BSU underwent another rigorous and thorough voluntary inspection, carried out using the British Schools Overseas (BSO) inspection framework.

Penta International, one of the leading independent providers in the UK and overseas, carried out the inspection.

They are approved by the British Government and report to the English Department for Education (DfE) on the extent to which schools meet the standards for British Schools Overseas.



The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal:

to build the defences of peace in the minds of children and young people.

The over 11,500 ASPnet member schools in 182 countries work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice.



Through the membership BSU has joined a community of 1400 schools and universities around the world. BSU is committed to providing high-quality teaching and learning, a continued focus on student wellbeing and developing globally-minded students who will contribute positively to their communities.



BSU was awarded 'Humanitarian School' status by the Mongolian Red Cross. Students have the option of becoming a member throughout the school year. Through this accreditation BSU students are invited to participate in conferences and workshops throughout the academic year. Similarly, students receive a membership card and booklet to record all their volunteering and community work in.

Term Dates 2024-25 AY

TERM 1

Monday 19th August – Friday 11th October
Half Term break
 Monday 21st October – Friday 15th December 2024

TERM 2

Monday 6th January – Friday 28th February
Half Term break
 Monday 10th March – Friday 11th April 2024

TERM 3

Monday 21st April – Friday 13th June 2024
Summer Vacation

INSET DAYS

Monday 4th September 2023
 Tuesday 5th September 2023
 Friday 6th October 2023
 Thursday 4th January 2024
 Friday 5th July 2024


EARLY CLOSURE

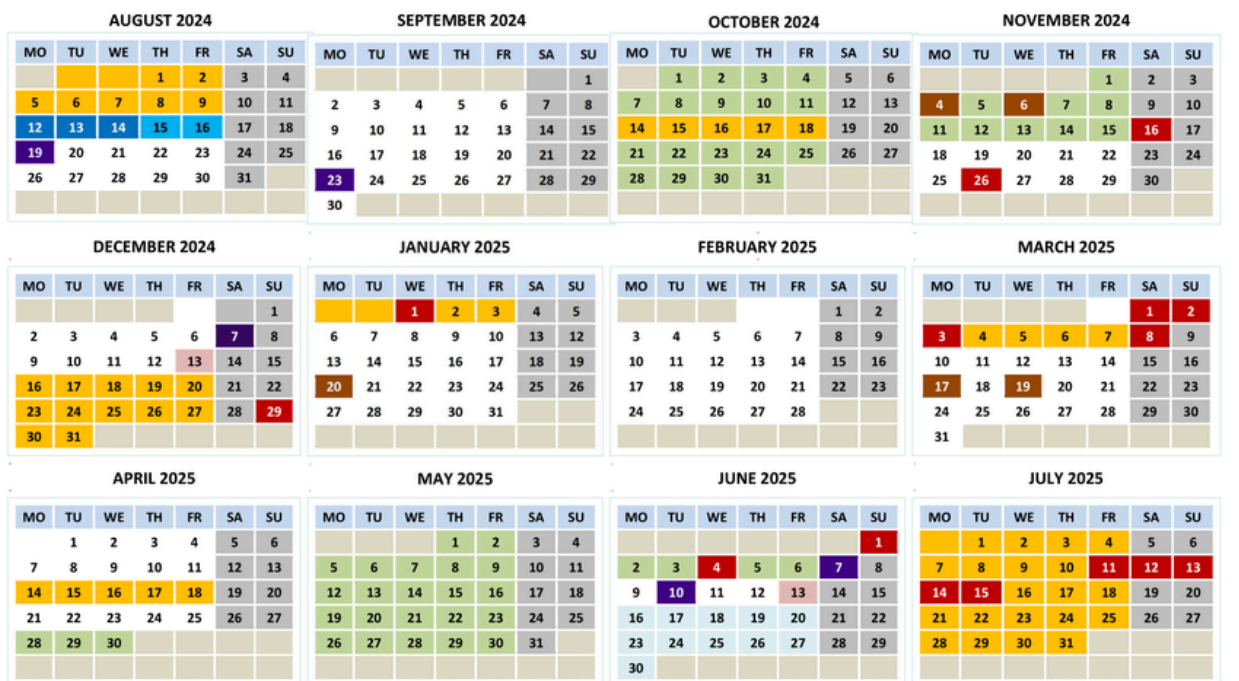
(Close at 12.15pm)
 Thursday 5th October 2023
 Thursday 21st December 2023
 Wednesday 24th July 2024

The Shape of School

The School Day is split into five lessons of one hour for all year groups, with an additional Period Six for Y7-13 on certain days (see below).

	Monday	Tuesday	Wednesday	Thursday	Friday
08:00	Y1-13 Students leave Sports Hall for Form Rooms/ EYFS assemble in Reception				
08:10	Tutor Period/Class Time/Assembly				
08:30	Period One	Period One	Period One	Period One	8.10 Period One
09:30	Period Two	Period Two	Period Two	Period Two	9.05 Period Two
10:30	Break				10.00 Break
11:00	Period Three	Period Three	Period Three	Period Three	10.25 Period Three
12:00	Period Four (Primary) Lunch (Secondary)	Period Four (Primary) Lunch (Secondary)	Period Four (Primary) Lunch (Secondary)	Period Four (Primary) Lunch (Secondary)	11.20 Period Four
13:00	Lunch (Primary) Period Four (Secondary)	Lunch (Primary) Period Four (Secondary)	Lunch (Primary) Period Four (Secondary)	Lunch (Primary) Period Four (Secondary)	12.15 Lunch (Primary) Period Five (Secondary)
14:00	Period Five	Period Five	Period Five	Period Five	1.10 Period Five (Primary) Lunch (Secondary) 2.05 Period Six
15:00	Departure	ECA/Period Six	ECA/Period Six	ECA/Period Six	Departure
16:00		Departure	Departure	Departure	

 **British School of Ulaanbaatar**
Academic Calendar 2024-2025



End of Term – 12 pm dismissal

School Holidays

National Holidays (TBC)

School Events

Parents' Evenings

CAIE External Exam Periods

Summer School (optional)

Staff On-boarding

Staff Training

- The School Day at BSU starts at 08:00 for all year groups each day of the week and ends at 15:00 on Monday and Friday, and at 16:00 on all other days. The School Gate opens every morning at 07:30 and is closed at 08:30. Students who are late must sign in at the Students Affairs office.
- The School gates are opened for parents to collect their children at 14:45 on Monday and Friday, and 15:45 on all other days. Students in Y1-13 should be collected from the Sports Hall and EYFS students from the Reception area.
- Academic Staff Briefing takes place weekly on Wednesday at 10:35 in the Conference Room. Staff Meetings take place on a weekly basis each Monday at 15:30. Locations vary according to requirement and the number of attendees.
- Lessons on Friday are for 55 minutes, with a shortened registration. This is in response to the BSU community wishing for a 3pm closing time due to issues. There is also a shortened registration, break and lunch periods.

Morning Drop offs and Afternoon collections

Mornings: EYFS (Nursery & Reception)

Children should be dropped off in the reception area of the school. Students will be collected from this area by the class teacher and/or the co-teacher.

Mornings: KS1, KS2, KS3, KS4 and KS5

Year 1 to 13 students should enter the door next to the sports hall. We kindly ask parents not to enter the school, and leave their children at the security entrance to the main school entrance. Parents do not have to go to the classrooms with children or help them change from their outdoor clothing as we aim to foster independence in each child.

Afternoons: EYFS (Nursery & Reception)

EYFS and Year 1 parents can collect their children from the reception area.

Rules for All the Parents

- All other parents must wait outside the main entrance to the school for their child.
- Bus children go to the Sports Hall to be registered, before being escorted to school buses.
- Children not on buses must be collected within 20 minutes of the end of the school day (if parents are delayed, they must inform reception).
- Children in Primary must be collected by a parent or carer.
- Older students must also be collected by a parent but may leave the grounds unaccompanied if they have a permission slip. Slips are issued by reception.

"The EYFS programme at the British School of Ulaanbaatar has ignited my child's curiosity and love for learning, setting a strong foundation for their educational journey."

EYFS Parent





Attendance

Good attendance and punctuality are essential for the continuity of learning. Children who arrive late to school miss vital information during registration and lessons and disturb other children by disrupting the lesson. Frequent absences will disrupt the learning process; children will miss work, gaps will occur in their understanding and they will fall behind. To maintain the integrity of our educational program, please note that if a student's attendance falls below 85%, their progression to the next grade level will be under consideration.

Examinations will only be rescheduled in cases of a compassionate nature or for a certified illness. Externally set examinations cannot be rescheduled.

Lateness Policy

- Students who arrive at school after 8.00 will receive a late mark in the register.
- Students arriving after 08:30 will only be permitted to enter through the front main door. (Please note that the back door next to Twin Towers will strictly close at 08:30.)
- Late students (who arrive after 8.30 am) must obtain a late slip from the Student Office before proceeding to their classrooms.

Emergency Contacts

- Late buses, inclement weather, school closure or other possible emergencies will be relayed via the school's messaging system.
- If your child is ill and needs collecting from school the student office will telephone. Please ensure the school office can always reach you by keeping us updated if you change your telephone or mobile number.

Absences and Early pickups.

Parents are required to use designated Google Forms for notifying the school of any short-term absences, long-term absences, and early pickup times.

Primary School (EYFS to Year 6)



Early Leave Request



Short Term Absence Request (up to 5 working days)



Long Term Absence Request (more than 5 working days)



Parent Information update request

Secondary School (Year 6 to 13)



Early Leave Request



Short Term Absence Request (up to 5 working days)



Long Term Absence Request (more than 5 working days)



Parents Query Form

Policy

- A children who are required to leave school early, etc for a medical appointment, must fill Google form, and must be collected by an adult. Wherever possible, such appointments should be made outside school hours.
- No child in the primary school may leave school without permission from the respective Heads of Section.
- Secondary school children must have permission from the Head of Secondary.
- All children must be collected by a parent or known adult
- Family holidays should be taken during the stated school holidays (work will not be set in advance)
- All the requests should be filled by parents 24 hours before.



Connecting with Teachers - Primary

At the British School of Ulaanbaatar, we believe in fostering strong communication between parents and teachers to support your child's learning journey. To facilitate this, we use ClassDojo from EYFS to Year 6. Through ClassDojo, parents can message their child's form teacher and co-teacher, subject teachers as well as the school doctor. Additionally, you can monitor your children's class points, check daily school activities, view homework, and stay updated on school events.

At the start of the academic year, teachers will send an invitation to join their ClassDojo. If you encounter any issues connecting, please contact your class teacher or the school office via email. Kindly note that teachers will respond to messages during school hours, from 8:00 to 16:30.

Class Teachers - Primary

Group	Class	Teacher	Co-teacher(s)
Nursery	Ladybirds	Esther Karanja	Tsend-Ayush PurevBayarsaikhan Bayanjargal
Reception	Ducklings	Emily Whelan	Naranzaya Baatartseren
Year 1	Hedgehogs	Anna Pretorius	Budsuren Batsaikhan
Year 1	Squirrels	Doaa Vassie	Serikbol Nigmat
Year 2	Penguins	Sian Hayre	Adiyadoljin Perlii
Year 2	Owls	Sara Parselle	Bolormaa Battulga
Year 3	Kangaroos	Gurpeet Dhillon	Khatanzaya Altansuvd
Year 3	Koalas	Panacea Cruden	Unurzul Ganbat
Year 3	Wombats	George Money Muter	Solongo Myagmarjav
Year 4	Tigers	Laura Hargadon	Eleusiz Janidbek
Year 4	Lions	Jan Lang	Khulan Gantsolmon
Year 4	Leopards	Matthew Duke	Enkhzaya Byambaa
Year 5	Camels	Alex Hebbes	Gantuya Ganbaatar
Year 5	Yaks	Ilinca Roibu	Erdenetsetseg Ochirsukh
Year 5	Llamas	Kayla MartinezVilamil	Mergentoli Chuluunbaatar
Year 6	Elephants	Joshua Cotton	Zolzaya Bazar
Year 6	Rhinos	Suraya Thornton	Khaliun Ganbaatar
Year 6	Hippos	Jeffrey Oh	Tuul Tserenpurev



British School
of Ulaanbaatar

Connecting with Teachers - Secondary

In Secondary (Years 7 to 13), we use Google Classroom and email as primary communication tools. Parents can easily reach out to teachers via email or through their child's Google Classroom account. We also hold regular parents' evenings and options information evenings, particularly during critical stages like Cambridge Checkpoint and IGCSE.

Termly consultation evenings provide an opportunity to meet with your child's teachers for focused discussions on their progress, including attainment, effort, and targets for improvement. During these evenings, cross-school teachers covering subjects such as Mongolian, PE, Music, and more will also be available for consultations.

Form Tutors- Secondary

Class	Teacher	Contact
Year 7Y	Patrick Foley	patrick.foley@britishschool.edu.mn
Year 7X	Erin McKay	erin.mckay@britishschool.edu.mn
Year 7Z	Paul Green	paul.green@britishschool.edu.mn
Year 8X	Liam Spruce	liam.spruce@britishschool.edu.mn
Year 8Y	Harry Brown	harry.brown@britishschool.edu.mn
Year 9X	Hilary Chow	hilary.chow@britishschool.edu.mn
Year 9Y	Kimuli Patrick	kimuli.patrick@britishschool.edu.mn
Year 10X	Caleb Gee	caleb.gee@britishschool.edu.mn
Year 10Y	Callum Aris	callum.aris@britishschool.edu.mn
Year 11X	Syed Wasi	syed.wasi@britishschool.edu.mn
Year 11Y	Christopher Kamugisha	christopher.kamugisha@britishschool.edu.mn
Year 12X	Mark Quinn	mark.quinn@britishschool.edu.mn
Year 12Y	Ross Corkin	ross.corkin@britishschool.edu.mn
Year 12Z	Devendranath Mangali	devendranath.Mangali@britishschool.edu.mn
Year 13X	Ivan Mulumba	ivan.mulumba@britishschool.edu.mn
Year 13Y	Deepal Sanghrajka	deepal.sanghrajka@britishschool.edu.mn

EDUCATION PATHWAY

BSU is proud to offer the National curriculum of England and Wales, a programme taught over thirty-thousand schools in the UK and around the world. This curriculum prepares our students for their role in an increasingly challenging, globally mobile and rapidly changing world. The curriculum is subdivided into a series of Key Stages for different year groups, each with their own course of study in and requirements which interlink to provide sequential development of knowledge and skills as a child learns and grows.

BSU follows the standards of the English Educational System, taught by fully qualified and experienced teachers from the UK and around the world. Apart from languages, all teaching is conducted in English, with support from multi-lingual teaching assistants. Our classes are very well supported with up-to-date resources, texts, and schemes of work.

Differentiated planning and innovative and highly effective teaching strategies ensure we are able to provide all our children with opportunities to develop their academic and interpersonal skills whilst they learn and grow at BSU.

The following information is designed to help you see the progression through the education process.

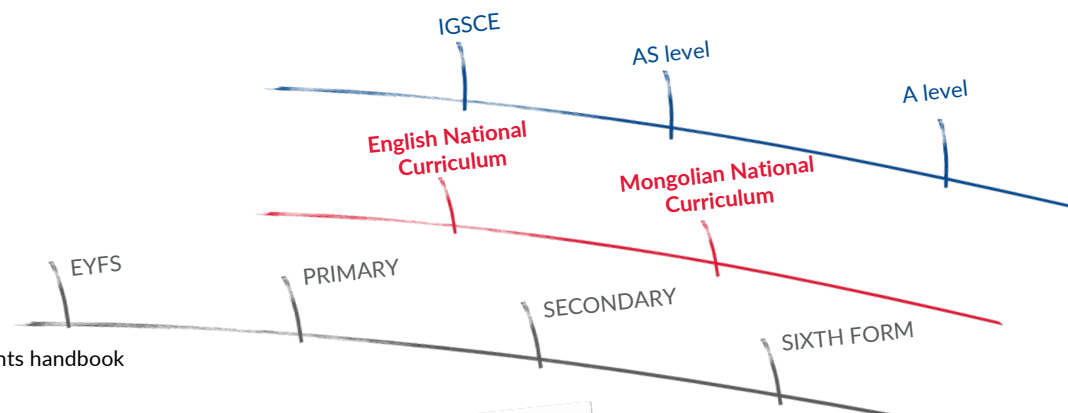
- The UK Education Process
- Early Years Foundation Stage (Nursery and Reception)
 - Primary (Year 1 – Year 6)
 - Secondary (Year 7 – Year 13)

To help teachers prepare for a child's development and progression, the education process is broken down further into what are called Key Stages and children will pass through 5 of these before completing their school education. Early Years Foundation Stage is pre key stage.

Key Stages:

Early Years Foundation Stage

- Key Stage 1** (Years 1 – 2)
- Key Stage 2** (Years 3 – 6)
- Key Stage 3** (Years 7 – 9)
- Key Stage 4** (Years 10 – 11)
- iGCSE courses and examinations
- Key Stage 5** (Years 12 – 13)
- AS/A2 courses and examinations



Our education system is like a child's building blocks; laying foundations and building upon the previous one. It provides a continuous education year on year.



Key Stage One

Early Years Foundation Stage

Staff in Early Years Foundation Stage teach the children to act with confidence, know what their needs are and tell the difference between right and wrong. They are taught to share toys and equipment and take turns when playing and talking. They are encouraged to talk clearly; enjoying stories, songs and poems in a playful environment. They will learn colours, opposites, shapes and numbers. During these years they explore and find out about the world around them through play. Through role play they build their confidence and ability to speak up in class which is a vital part of their development. With this in mind, children's social and language skills are developed so that a well-adjusted, articulate child has the best start for his/her future in school education.

EYFS & Lower Primary (Years 1 to 3)

With this in mind, children's social and language skills are developed so that a well-adjusted, articulate child has the best start for his/her future in school education.

During Key Stage One the basic skills of Mathematics and English are taught effectively and imaginatively. Each child acquires the basic skills of speaking, listening, reading and writing. Children are taught how to listen to others and give their opinion so that they are equipped for lifelong learning. They are also taught the subjects of Science, History, Geography, Art and Design Technology through a variety of topics chosen to instil a thirst for learning. At the end of this key stage children are formally assessed by National Curriculum tests in Mathematics and English.

Key Stage Two

Head of Lower Primary (Year 3)

Head of Upper Primary (Years 4-6)

Key Stage 2 is for children in Years 3 to 6 (7-11 years old). Our aim is for each child to attain their best by providing children with a holistic education based on the latest UK National Curriculum 2014. We recognise that children have individual learning needs and therefore ensure that each child has an appropriate level of work to challenge them to the best of their capabilities.

Key Stage 2 is a thriving, busy place where children study core subjects in English, Maths and Science, supported by Topic which includes Geography, History, Art and Design Technology. ICT, PE, Mongolian History and Language lessons are taught alongside the British curriculum. Chinese is introduced as a further language from Year 5, and is a compulsory subject until Year 9





Key Stage Three

Head of Secondary (Years 7-11)

Head of Sixth Form (Years 12-13) Elizabeth Heald

In Key Stage 3 (Years 7 - 9) students follow the National Curriculum of England and Wales, while at Key Stage 4 and 5 (Years 10 - 11 and Years 12 - 13) students follow IGCSE, and International AS and A level courses culminating in externally assessed and marked internationally recognised qualifications through the Cambridge Examination board, the syllabus for each course offered at BSU can be downloaded from www.cie.org.

Currently students at BSU study English (1st or 2nd Language), Mathematics, and Coordinated Science as compulsory subjects at IGCSE. They are able to choose from the following subjects; Biology, Chemistry and Physics, History, Business Studies, ICT, Art, Chinese (2nd Language), PE, Economics, Travel & Tourism, Computer Science and Geography at IGCSE level. English, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Art, History, Global Perspectives, Environmental Management, Economics, Geography and Business Studies are offered at AS/A2 Level, allowing access to the AICE Diploma. Mongolian History, Language and Literature are taught alongside the British curriculum. Students can opt in or out of completing the Mongolian Diploma, to accompany their AS and A Level subjects.



English as an Additional Language (EAL)

As a British International school the language of instruction is English. Many of our children are not native English speakers and may speak one or more languages at home. A primary aim of our school is to bring all children to a level of competence in English which enables them to access the curriculum fully and effectively. All teachers are responsible for supporting children in reaching this goal.

Pupils who join the school in the upper years will receive additional support from our EAL teachers. They will work with the pupils on a one-to-one basis or in small groups in order to enable them to access the subjects being taught.

Some of our Foundation Stage children start school with limited English and so an important aspect of our Early Years programme is communication and language development. This means that there may be more mother tongue language spoken in this age group. We also understand that younger children, especially when upset or feeling unwell, are more likely to communicate in their native language. They are encouraged to use English as much as possible.

Here at BSU we encourage the social playground language to be English as this is the common shared language of the whole school. By speaking English no one is left out.



Internal ECA

ECAs that run between 3.00-4.00pm are activities organised internally by BSU academic staff.

In Primary, Extra Curricular Activities (ECAs) take place on a Tuesday, Wednesday and Thursday of each week between 3.00 and 4.00pm. In Secondary, Extra Curricular Activities (ECAs) take place on Wednesdays of each week between 3.00 and 4.00 pm.

Internal ECAs change on a termly basis, with parents being able to select from a range of activities.

Internal ECAs are designed and planned to offer alternative learning experiences to our children, activities they may not have access to at other times. ECAs can be creative, sporting or academic. They should not be viewed purely as an extra lesson; they are a valuable extension to the academic day, challenging our children and developing new skills as well as being fun activities.

External ECA

External providers offer activities at the end of the school day.

External providers offer activities at the end of the school day. External ECA's usually running from 3 pm on Mondays and Fridays, and 4 pm on Tuesdays, Wednesdays and Thursdays.

There is a fee involved, and for some ECAs such as kendo, drawing, and karate specialist equipment or kit may need to be purchased.

BSU also runs a number of sports teams practices after school.

These are offered to students who wish to have the opportunity to represent the school in UBAC competitions in sports such as volleyball, basketball and football (soccer).

At the time of writing parents are required to make home transport arrangements following the conclusion of external ECAs or BSU sports teams practices.



Assessments

Examinations are one part of the assessment process and show knowledge learned for a given topic or subject. The process of learning and understanding is far more valuable to a child and shows the real progress made.

Here at BSU we want every child to achieve his or her full potential. In order for our children to do this it is important to track and monitor the progress of each individual child. By doing so we are able to challenge our children and raise standards.

Assessments are carried out in many ways and are conducted throughout the academic year.

1. Formative (Ongoing)

Formative (ongoing) assessment will continue throughout the year.

This may take the form of a piece of homework, a topic test, a quiz, a presentation, a written piece of work. There is no set format for formative assessment. This form of assessment is designed to demonstrate understanding on a subject at a particular point in your child's learning. The feedback from the teacher should suggest ways your child could develop and improve learning and understanding.

2. Summative (Written)

Summative assessment takes the form of written examinations

Reports

British School of Ulaanbaatar 2023-2024 Term 3 Report

Student Name: First Name Second Name - full name
 Class: Year & Animal
 Class Teacher: Mr. First Name Second Name

Level working			
Emerging onto Expected Level Хүлээгдэж буй түвшинд оржогч байгаа	Working Towards Expected Level Хүлээгдэж буй түвшинд хүрэхэд хичээж байгаа	Working at Expected Level Хүлээгдэж буй түвшинд	Exceeding Expected Level Хүлээгдэж буй түвшинд бусад
ED	WT	WE	EE
Effort Levels			
Unsatisfactory - 4	Satisfactory - 3	Good - 2	Excellent - 1

Subject / Хичээл	Effort grade	Level working
English - Writing Англи хэл - Бичих		
Next step - Дараагийн алхам:		
English - Reading Англи хэл - Унших		
Next step - Дараагийн алхам:		
English - Phonics Англи хэл - Өгөөж зүйл		
Next step - Дараагийн алхам:		
English - Speaking Англи хэл - Ярих		
Next step - Дараагийн алхам:		
Mathematics Математик		
Next step - Дараагийн алхам:		
Science Соёлын Уулам		
Next step - Дараагийн алхам:		
Humanities: History and Geography Хүн ба байдал, Түүх & Газар зүй		
Next step - Дараагийн алхам:		
Art and Design Дүрслэл урлаг ба бусад		
Next step - Дараагийн алхам:		
Personal, Social, Health and Economics Хууч, хүн, Нийгэм, Зүүн мэдлэг ба Эдийн засаг		

Next step - Дараагийн алхам:		
Computing Хвать компьютерийн хичээл	2	WE
Next step - Дараагийн алхам:	To understand and explain algorithms and logical reasoning, to develop simple programs on purpose in Scratch Junior and to create different art-style drawings by drawing software.	
Physical Education Биеийн тамир	2	WE
Next step - Дараагийн алхам:	To be able to participate in team games, developing simple tactics for attacking and defending.	
Music Хөгжим	2	WE
Next step - Дараагийн алхам:	To experiment with, create, select and combine sounds.	
Mongolian Language Монгол хэл		
Next step - Дараагийн алхам:		

Class Teacher General Comment

General class teacher comment should be 700 characters + or - 20% 100 characters (800 - 900 Characters), in a singular paragraph. With a singular space after the full stop, singular line spacing, no additional spaces before or after the paragraph. You can use digits or write words numerically, but be consistent, don't use both. You should focus more on social and emotional, behavioural and attitude to work successes and targets for this report as parents have comments of next steps for individual subject areas. This is how this paragraph has been written, this is how your paragraph should be written. To give you an idea of what 700 characters look like I have written this paragraph here first.

Class Teacher:	Mr. First Name Second Name	Date:	31/05/24
Head of Lower Primary:	Ms. Patricia Cruden	Date:	07/06/24
Head Master:	Mr. Mark Reed	Date:	14/06/24

Grades are assessed against the outcomes of the British National Curriculum and assessed by using a combination of assessments and teacher judgement. It is normal for children who are learning English as an additional language to be working towards and below the expected levels in all subjects particularly in English and this should not be a source of concern. If you are concerned about any grades or comments on this report please contact your class teacher.

For more information on these outcomes please refer to the Curriculum Overview documents emailed out by class teachers at the start of the year and also published on Class Digs.

The entire program of study from Year One through to Year Six can be found by clicking on the following link:
<https://www.bsua.gov.mt/curriculum-overview/curriculum-overview/>

Түүхийг дүгнэж нь Британийн Үндэсний Суралтын Хөндөгдөлтэй харгалзахгүйгээр, биеийн үнэмлэхүйгээр нь дүгнэжээ. Анхны сэдвийг нэгэн хэлтэй сурж буй хүүхдийнх нь хичээл, тэр дундаа англи хэл дээр суралтын буй түвшинд нь. Өнгөрсөн жил нь хэдийгээр биеийн хэл нь төрөлжсөн хэл байсан боловч, хэрхэн ч гэсэн үнэмлэхүйгээр хэдийгээр англи хэлний биеийн үнэмлэхүйгээр нь дүгнэжээ.

Эцэст нь Англи хэлний суралтын үнэмлэхүйгээр нь дүгнэжээ. Энэ нь хэдийгээр биеийн хэл нь төрөлжсөн хэл байсан боловч, хэрхэн ч гэсэн үнэмлэхүйгээр нь дүгнэжээ. Энэ нь хэдийгээр биеийн хэл нь төрөлжсөн хэл байсан боловч, хэрхэн ч гэсэн үнэмлэхүйгээр нь дүгнэжээ.

Хэдийгээр англи хэлний суралтын үнэмлэхүйгээр нь дүгнэжээ. Энэ нь хэдийгээр биеийн хэл нь төрөлжсөн хэл байсан боловч, хэрхэн ч гэсэн үнэмлэхүйгээр нь дүгнэжээ.

<https://www.bsua.gov.mt/curriculum-overview/curriculum-overview/>

Class work and homework: will be marked as an ongoing process and constructive feedback provided by the teacher will give your child ways to take their learning forward

Interim reports are issued during the first and second term and parent consultation meetings will be arranged. These interim reports will give a reflective perspective on how your child is progressing at this stage in the academic year

A third and **Final report** will be issued at the end of the academic year and this will give a summative overview of how your child has progressed and what level of attainment he/she has reached. Children may achieve different levels in different subjects. The final year mark may be different from the interim reports as it is based on a whole year's work rather on small sections during the year.



Support your child's homework routine by:

- Setting aside a quiet area of the house away from the television, playstation, telephone and any other distraction they might find
- Routines are important – help your child establish a quiet time when home learning takes place
- If your child is finding a piece of homework difficult, please encourage them to see the teacher
- Remind your child that teachers do have an eye for work that is plagiarised from books, the internet and even their friends; shocked expressions are endearing but they will be repeating the piece of work
- Please do not complete the work for your child; it is set for his/her benefit, not yours!

Home learning (homework)

Home learning should enhance and extend a child's understanding. There are different styles of home learning and these will vary from subject to subject, lesson to lesson. Home learning could take the form of an essay, completing an exercise set in class, researching information through books or the internet, watching a specified television programme in preparation for a discussion, learning for a test or completing a project. One piece of work may take 20 minutes, another may be set over 2 or 3 weeks. Whatever the style of home learning, we try to monitor the amount given to children so they can organise their time throughout the week in order to complete the work. Students should record homework set in their passports.

There is no prescriptive timing for home learning but there are guidelines set out by UK educationalists and these are as follows:

FS 15 minutes when set - homework in FS will not be set every day
KS1 30 minutes when set - homework in KS1 will not be set every day
KS2 20 – 60 minutes for reading, as required for other subjects
KS3 45 minutes to 1 hour each night
KS4 45 minutes to 1 hour 30 minutes each night
KS5 1 hour 30 minutes to 2 hours each night.



Photographs

During your child's time at BSU there will be many occasions when activities, trips, lessons and events will be photographed. We like to celebrate our children's achievements and will occasionally place photographs on the school calendar, the website or in the newsletter. If you have an objection to your child's photograph being displayed, please inform the school. If you do not inform the school we will assume it is acceptable to use photographs in which your child is featured.

SAFEGUARDING

The British School of Ulaanbaatar is committed to safeguarding and promoting the welfare of children and requires all staff to act in the best interests of our young people at all times. As a result, all staff are trained annually to British standards in the safeguarding of students.

What is Safeguarding?

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best life chances. As a school we will take immediate action where we believe an individual may be at risk, or it is alleged that a child is suspected of being abused. Our primary concern, at all times, is the welfare and safety of all members of BSU's community including young people, staff and visitors. The way that BSU handles safeguarding issues is laid out in the Safeguarding policy

Visitors

Duty of care and the safety of our children is of paramount importance to the school. To ensure we are able to keep our children safe, we monitor visitor access to the school. All visitors to the school must sign the visitors' book located in reception and collect a badge. Visitors should return the badge and sign out when they leave. Parents should only enter through the front of school.

Trips and Visits

BSU believes it is important to connect school based learning with practical experiences wherever possible. Parents and children will be informed well in advance about trips and visits. Safety is paramount on all trips and risk assessments are produced prior to any trip taking place. When a trip takes place, please sign the required permission slip regarding trips and visits. Not all trips involve costs and parents may occasionally be asked to make a contribution for some trips.



Health, Medical and Medicine

Our school's health activities include health checkups, first aid, emergency care, hygiene, and prevention of infectious diseases.

Our school organizes the annual health check-up every year in cooperation with specialist doctors. It aims to detect health problems that affect the student's normal learning process and future quality of life. These include: general physician examination, vision, ear, throat, and dental diseases, and detection and prevention of body structural changes such as curvature of the spine and flat feet. Parents are notified in advance and consent is obtained for health examinations, tests, and immunizations. On school days, the school doctor examines students if needed.

Minor wounds and injuries

All the staff members of our school participated in the first aid training, and they will provide care for minor wounds and injuries. Minor injuries and ailments will be noted and kept on record. Foundation Stage and Key Stage 1 children will have a note placed in the home book. If the child's physical condition makes it difficult for him to continue studying, the school will contact the guardian according to the doctor's decision.

Urgent emergency cases

If the student needs urgent emergency medical care, he/she will contact the care and guardian immediately after contacting the health care facility.

Sending a student to school who has a fever, rash, vomiting, diarrhea, or is in pain puts that student and other students at risk. If your child has any of the above symptoms, you will be excused from school for as long as the doctor recommends. Also, if you are sick with an infectious disease such as chicken pox, rubella, etc., you will be excused from school during the quarantine period recommended by the state organization responsible for health and education for that year. Resting helps the body's immune system recover, so your child can take time off from homework when they're sick. Please contact to

Sick during Internal and External examination sessions

During our internal school examination sessions, we would rather your child remained at home. School examinations can usually be rescheduled under such circumstances. This does not apply to external examinations. If your child is too ill to attend his/her IGCSE or A level examinations, a doctor's certificate will be submitted to the Examination Board but they would not be able to take the examination at an alternative time.

The student's health information is kept on file at the school and the guardian is responsible for updating the health information. This includes new allergies, illnesses, vaccines, etc.

Doctor's office - Medication to students

The school provides the students with only symptom-relieving medication. Information about medications and treatment can be freely obtained from the school doctor. Also inform the school about any medicines that you are allergic to or are not compatible with. Send in a sealed container. The child's name and class must be clearly marked the name of the drug should be visible and the dosage instructions should be clear.

Healthy eating

Ulaanbaatar British School strives to implement a healthy diet. If your child does not eat a school lunch or snack, you should send your child a drink with nutritious, healthy food in a sealed container. Some allergenic foods, chewing gum, and sodas are also prohibited.



Partnership with Parents

A good partnership with parents is vital to our school's success but more importantly, to ensuring your children are making the expected educational progress within a safe and nurturing environment. When parents and school work in partnership, the results have a positive impact on your child's development and learning. This is a two-way communication process in which information, knowledge and expertise can be shared.

As parents you have carefully selected the style of education you wish your child to follow. As educators we are trained in offering the British system; putting into place the curriculum and developing the systems for teaching your children. It is important that we, as professional educators, make you aware of the standards and expectations so you are able to support your child in his/her learning journey.

Parents are actively encouraged to become involved in their child's education by:

- developing an awareness of the British system for educating your child;
- taking an interest in what your child is learning;
- supporting your child with his/her home learning;
- attending school information evenings and parent meetings.

In turn, we will continue to develop and increase our communication channels through additional information-giving sessions to keep you informed of educational practice and expectations. It is important that here at BSU we continue to improve communication systems between school and home.

By enrolling your child at BSU, you are agreeing to abide by the Home/School Agreement and by the following Code of Conduct which supports the school's policies and expectations.

These include:

- Recognizing and supporting the authority and responsibilities of BSU staff and administration to carry out their educational work;
- Supporting and cooperating with school personnel to help our children succeed and reach their potential;
- Encouraging peaceful resolution of conflicts and discouraging disrespectful, violent or aggressive behavior to solve problems;
- Being a positive role model that reflects the school's ethos;
- Ensuring regular school attendance and avoiding holidays outside the normal school breaks;
- Making sure your child is smartly turned out in the correct uniform;
- Providing suitable working conditions at home and checking the Passport regularly;
- Supporting the school rules on behavior;
- Informing the school of any problems or difficulties concerning your child;
- Immediately informing the school of a change of address, telephone number or email address which may affect the smooth administration of the school;
- Ensuring that fees are paid on time.



Codes and Conducts for Students

Students are representatives of our school from leaving home until they return and are thus expected to set themselves a high standard of behaviour both inside and outside the school. Students are expected and required to follow the School Rules when on the School campus during the School hours of operation or attending a School activity should this take place after normal operational hours. [3.3 - School Rules for Students](#)

Students have the responsibility:

- To attend School every day as per the Academic Year Calendar;
- To be punctual at the start of the day and to both lessons and activities as per the timetable;
- To respect the right of others to learn;
- To respect their peers and teachers equally, regardless of ethnicity, religion or gender;
- To respect the property and equipment of the School, staff and peers;
- To carry out reasonable instructions to the best of their ability;
- To observe the uniform policy of the School;
- To conduct themselves in a courteous and appropriate manner both within School and in public;
- To keep the School environment and the local community free from litter.

Safety

- Sensible behaviour is expected within and around buildings and outdoors in play areas, quad or on the sports field at all times.
- Physical behaviour between students will not be tolerated and serious or repeated incidents may result in suspension.
- Students are not to enter laboratories, Sports Hall, the drama studio and music rooms until invited to do so by teachers
- No missile of any kind may be thrown or projected
- Students may not interfere with electric wires or fittings in School.
- Students are forbidden to interfere with fire safety equipment.

The School Uniform

Uniform should be worn tidily and correctly both at School and between home and School. The full school uniform must be worn at all times. Read more from [Students Uniform and Dress Code Policy](#).

Controlled and Restricted items

The following are not to be brought on to the School Campus (including car parks):

- Alcohol or illegal drugs in any form;
- Cigarettes or tobacco (including vapes);
- Knives, firearms or other weapons (including replica items);
- Offensive material (including pornographic, radical or discriminatory items);
- Matches/lighters/explosive or dangerous materials;
- Chemicals (including liquid paper, solvents or glue);
- Cameras (video and still);
- Pets or other animals (without prior written permission and risk assessment);
- Skateboards, bicycles or scooters.

Mobile phones and other Electronic devices

Mobile phones and electronic devices such as laptops, notebooks or tablets will be permitted in School. Students are free to use them on the way to and from School, including on the School busses, although disciplinary action will be taken if a student harasses or bullies another using electronic devices. Students are allowed to use such devices in classes as tools to support learning should the teacher request their usage in advance and not at other times.

Bullying - a zero tolerance approach

Any form of bullying, including verbal, physical, indirect or cyber, or any means of victimization is strictly forbidden. Bystanders who remain apathetic to incidents of bullying will be viewed as acting in a manner which condones this behavior and should expect to be disciplined. Inappropriate use of social media outside of School hours to peers or other children is also subject to restorative or disciplinary action within School.

Behaviour

At BSU we believe in the education of the whole child within a safe, caring and positive environment. We aim to create a community where good behaviour is encouraged through mutual respect, praise and reward. All members of the school community are valued as individuals. Both the primary and secondary sections promote positive behaviour through a programme of rewards and sanctions. Where necessary, parents will be invited into school to discuss their child's behaviour.

Damage

Damage of any kind to School property or the personal items must be reported immediately to a Head of school or Headmaster. In the case of willful damage or negligence, students found responsible will be expected to contribute to the cost of repair in part or whole.

Personal Properties

Students are responsible for their own personal property. Theft of others' property will be investigated appropriately, and students will be disciplined if deemed responsible. All articles of clothing, shoes, books, bags and other personal property should be clearly marked with the owner's name. No responsibility will be accepted by BSU for the loss of unmarked property. Students who lose items or find lost property should contact students affairs.

Behaviour Management Policy

The British School of Ulaanbaatar places great emphasis on individual responsibility, helping students to respect others and learn to work as a positive member of the community. We believe that a student's learning is best achieved in a collaborative, supportive environment where high expectations are fostered. We respond to negative behaviour with a view to changing future behaviour. By adopting an understanding approach, fostering the importance of a mutually respectful relationship and having high expectations, the School can be the catalyst for changes in future behaviour.

Removing students from Lessons

Removing a student from a lesson should be rare and brief, used only to address a difficult situation or reinforce expectations. Outside the classroom, the teacher should explain why the student was removed and what behavior was inappropriate, before returning them to the lesson.

Detention:

Used for minor infractions, a student may be required to stay after school or during breaks. The purpose of detention is to allow the student time to reflect on their behavior or complete unfinished work. It serves as an initial step in the behavior management process.

Internal Suspension

In an internal suspension, the student is removed from regular lessons but remains within the school. They are closely monitored and expected to work on assigned tasks but will not participate in lessons, co-curricular activities, games, or shared experiences. This form of suspension is used to reinforce the need for behavior change while still allowing academic progress.

External Suspension

For more serious offenses, the student is temporarily excluded from the school for a fixed period. The student is not allowed to attend lessons or participate in school activities. This punishment serves as a clear warning that repeated behavior of this nature may lead to expulsion. The length of the suspension is communicated to parents in writing, and parents are required to acknowledge it.

Academic concerns - Steps for Managing Late or Poor Work

1. Initial Discussion: Teacher discusses the issue with the student to identify reasons, explain why the behavior is unacceptable, and clarify expectations. This is noted in the teacher's planner.
2. Formal Interview: If the issue persists, the teacher holds a formal interview with the student, sets targets, and agrees on a review date. The tutor, Head of Faculty, and Head of School are informed. Records are kept, and parents are notified if concerns spread across subjects.
3. Escalated Meeting: If no improvement, the teacher and Head of Faculty or Head of School meet with the student, review past concerns, and discuss further steps. Parental involvement is encouraged. This is recorded, and parents are invited to meetings.
4. Final Review: If there is still no improvement, the tutor, Head of School, and Head Master review the case. Possible actions include a case review with all teachers, internal suspension, or external suspension. Repeated suspensions within one year may lead to warnings and potential expulsion.

Misbehaviour and non-academic concerns

1. Initial Response: The teacher or staff member should address the behaviour, explain why it's inappropriate, and, if needed, send the student to their tutor for a follow-up. The tutor is informed, and any sanction is noted. The tutor may assign a positive contribution to the school community as a consequence.
2. Escalation: If immediate action is needed, the student is taken to the Head of Secondary Pastoral or the Extended Leadership Team for primary students. Parents are informed of the incident and outcome.
3. Serious Misbehaviour: Continued or severe misbehaviour must be reported to the Head Master. The Head Master will either investigate or recommend responses. Parents are notified, and possible actions include internal suspension, loss of free time, or suspension from school.



House System

Every child is placed into one of four Houses upon entry: St George (Red), St David (Yellow), St Patrick (Green), and St Andrew (Blue). These Houses are named after the four Patron Saints of Britain and are an integral part of school life .

The House system plays a central role in promoting students' well-being and personal development throughout their school journey. Modelled after the traditional house systems of Britain, this system helps students develop a strong sense of belonging and loyalty to their House, which continues to grow as they progress through the school.

Throughout the year, students participate in various House activities, including sports competitions, singing contests, house colour day. Points are awarded for victories, good behaviour, and contributions to school life.

At the end of the academic year, the points accumulated by each House are tallied, and the House with the highest score is recognized as the 'winning' House, celebrating their achievements and contributions to the school community.

Wellbeing

Pastoral Support & SEN

Pastoral care is a significant element of life at the British School of Ulaanbaatar and we recognise that good tutoring has a key role to play in providing energetic young people with the levels of advice and support they need. Pastoral support is provided by the whole community, but each student has their own class teacher, who looks after them and is the first port of call for questions and inquires. Depending on their age, a student will spend a differing amount of time with their tutor, ranging from nearly all of the day in Nursery and Reception to a morning meeting in Year Seven.

Every student at BSU is assigned to one of four Houses within the school. These Houses, each with an equal number of students, provide smaller communities within the school, allowing students to identify with staff and other students outside their own year group, while giving students a focus of identity beyond their year and tutor groups and an opportunity to foster constructive and healthy competition between Houses whether in sports, academics or other areas of school life. The Pastoral team monitor all aspects of a student's career at BSU from academic progress to personal development and disciplinary matters, while providing a pastoral tier in addition to the child's tutor.



School Library

Primary children are allocated one library lesson a week. This will include storytelling for the very young and the acquisition of library and research skills for the older classes. Children are given the opportunity to borrow and exchange books each week. If books are lost or damaged, a fee to replace them will be imposed.

Student Lockers

Lockers will be assigned to the children. Children cannot share lockers. Teachers will conduct inspections of student lockers when it is reasonably determined that a safety or security problem exists. Pupils are expected to use lockers in a responsible way. The privilege of a locker can be taken away from a student if deemed necessary.

Mobile Phones and Electronic Equipment

Such items are generally not allowed in school. If equipment is seen being used by a child in school, the item will be confiscated. Repeated incidents will require parents to come and collect the item. The school cannot accept responsibility for any damage or loss to mobile phones or electronic equipment.

However, at KS5 and in some incidences KS4, students may be allowed to bring into school laptops or tablets to complete school work. Parents must sign the acceptable use policy before this is allowed and students will only be allowed to use these items with the permission of a teacher.

Birthday

We understand that birthdays are a special time for our students, and we want to ensure that they can celebrate while also maintaining the learning environment. Therefore, we encourage parents to organise birthday celebrations outside of school hours to avoid disrupting the school day.

If you would like to share a treat with your child's class, we kindly ask that you bring individually packed cupcakes or boxed juices. Please ensure that any treats are nut-free and consider potential allergies. Small, non-disruptive gifts can also be given to classmates if you wish.

When planning a birthday party outside of school, please make sure all parents are informed of the details and have given their permission if their child is to be taken from school to the party. We cannot allow children to leave school premises with another parent without prior consent from their own parent or guardian.

Thank you for helping us maintain a positive and productive learning environment while still allowing your child to celebrate their special day.



School Library

Primary children are allocated one library lesson a week. This will include storytelling for the very young and the acquisition of library and research skills for the older classes. Children are given the opportunity to borrow and exchange books each week. If books are lost or damaged, a fee to replace them will be imposed.



School Bus

The school runs a morning and afternoon bus service. Our children have a well-earned reputation for excellent behaviour and good manners. This high standard of behaviour is expected on the school buses.

Parents may apply to the school for their child to use the school bus. The school outsources this service to a recognised and reputable company. The buses are serviced, maintained and regularly checked, and regulatory seatbelts are in place. All our school buses are equipped with GPS tracking devices. These GPS devices will allow us to monitor the location of each bus in real-time, ensuring timely and safe transportation for all students. Unfortunately, we cannot always guarantee what the traffic will be like and Ulaanbaatar can suffer from severe congestion. This can, on occasions, cause the bus pick-up time to be delayed.