



مدرسة صرح الجامعة الخاصة
Sarh Al Jaameah Private School

Parent and Student Handbook 2023-2024

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Dear School Community,

Welcome to the SAPS family! What a wonderful opportunity Sultan Qaboos University has created for the community. We are part of an amazing pathway for quality education: from Creche & KG to **SAPS** to Post-Secondary College and Career Options.

We are pleased to offer our accredited Cambridge Primary Curriculum for English medium subjects and MoE Curriculum for Arabic medium subjects. We employ innovative and research-based practices to promote high-quality teaching, engaging learning experiences, and collaborative partnerships with our community.

Our goal is to provide each student with an enriching educational experience in a safe and nurturing environment. We are committed to working together to ensure all of our students thrive in academics and well-being, preparing them for success in post-secondary school and beyond.

We believe in immersing students in real-life scenarios that make learning real and meaningful. We believe the social curriculum is as important as the academic curriculum. We believe all students must be engaged in opportunities that promote thinking, creativity, problem-solving, collaboration, and innovation. For this reason, we endeavor to provide students with opportunities to develop Global Competence. We regard Global Competence as having 4 Domains: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Meaningful Action.

We invite you to partner with us as we continue on our Pathway for Quality Education.

Best Regards,

SAPS Team

Section 1: About SAPS

1.1 Purpose of this Handbook

The purpose of this Parent-Student Handbook is to help acquaint you with our school's history, curriculum, philosophy, structure and to highlight some of the systems and procedures that are unique to the school. Please take the time to read this handbook as it contains some critical information.

1.2 Our Accreditation

We are accredited by Cambridge Assessment International Education to operate as a Cambridge International School.

1.3 Mission and Vision

Mission

To develop and implement a challenging, rigorous and innovative curriculum, which includes high expectations for academic performance, 21st century skills, core values and respect for diversity.

Vision

To produce students who are lifelong learners with leadership abilities, demonstrating virtuous conduct and embracing their responsibilities as global citizens.

1.4 SAPS Affirmation

"I am smart. I am capable. I am better everyday. The leader in me will one day lead the way."

Section 2: Campus Information

2.1 School Hours 7:15am- 2:15pm

2.1.1 Arrival

7:00 a.m. to 7:15 a.m. (Early arrival available from 6:45am)

The school day starts at 7:15am with our Morning Assembly and ends at 2:15pm. A student is late if he/she arrives after 7:30 am. Late students must be signed in by the parent inside the Admin Building, then escorted by Admin to the school building.

2.1.2 Dismissal

2:15 p.m.- 2:30 pm, unless otherwise indicated

Dismissal begins at 2:15pm.

Students are expected to be picked up by 2:30pm.

2.1.3 Early Dismissal Time

Contact the office for any requested early dismissal.

2.1.3 Emergency Dismissal

As determined by administration, Ministry or Government (notification electronically or calls).

2.1.4 After School Clubs

After school clubs run a schedule that varies according to the term. Information regarding after school clubs will be shared by email and class dojo.

2.1.5 Early Days for Students

In the event of an early dismissal, the time will be communicated to all parents through the school's

communication channels.

2.1.6 Changes in how a student goes home

Inform school administration by 1:00pm if there is a change in how a student goes home or a change in who is picking up your child.

2.2 Office Hours

School offices are open Sunday - Thursday 7:00 a.m. - 3:00 p.m.

2.3 Contact Information

Telephone Number: +968 95220111 **School Email –** info@sapsoman.edu.om

2.4 Website and Social Media Information

Website: www.sapsoman.edu.om **Instagram Account:** saps.oman

2.5 School Calendar

The school year is divided into three terms. First term runs from September until December. The second term runs from January to March. The third term runs from April to June.

2.6 Security on Campus

A campus guardian is onsite 24 hours a day to ensure a secure school environment. Additionally, security cameras are installed in various locations throughout the school to monitor student movement and ensure student safety at all times.

2.7 Visitors

A visitor is defined as a person who visits or conducts business at the school. All visitors who wish to enter the school building must report to the Reception before proceeding into the school building. The Administrative Staff will be happy to provide a tour when arrangements are made ahead of time.

2.7.1 Siblings and Relatives

Only students enrolled at SAPS are allowed to attend the school. For the safety of students, siblings or relatives not enrolled at SAPS are not allowed to attend classes or be left all day at the school during a special event.

2.7.2 Picking up students

Only those with written/documented permission may pick up students.

2.7.3 Meeting with Teachers

Parents are always welcome to meet with the teachers during the school day. Because it is very important that you have our full attention during your meeting, be sure to make an appointment with the teacher/staff member prior to visiting the school. This is to ensure that the teacher/staff member is available and not on duty.

Meeting opportunities will also be arranged throughout the year through Parent/Teacher Conferences and other scheduled times. We look forward to meeting with you and working as a team.

2.7.4 Meeting with Admin

Parents are welcome to meet with administration during the school day. Calling ahead to make an

appointment will help to ensure that the Admin staff member is available.

2.8 Parking

Staff, student parents and school visitors are expected to park safely outside the school gates during morning and afternoon collections, to ensure the children's safety. Please take care when students are exiting the car and encourage your children to look out for traffic as they approach the school gate.

2.9 Student Attendance Policy

Student's absenteeism and tardiness affect the school's ability to provide effective educational services. Consistently absent or late students disrupt the learning experiences of not only the late student, but also other students in the class. For this reason, parents/guardians are partners with the school in assuring that students have good attendance and respect school timings.

2.9.1 Absence, Late arrival or Early dismissal

In case of absence, late arrival or early dismissal, the parents must enter the Admin office and complete and sign the **attendance slip** mentioning the date, time and the reason. The administrative staff keep records of the slips signed by the parents and reconcile them with the attendance sheet, making sure that all the information is entered correctly.

2.9.2 Excused Absence

In order to request that an absence be excused, the parent/guardian must provide the necessary documents such as a signed and stamped medical report or an email explaining the reasons for the absence.

2.9.3 Attendance Records

SAPS keeps records of student attendance in Gradelink, which is viewable to parents.

2.9.4 Procedures in case of repeated attendance issues

If a student is late for more than 5 times in a given month, the parents may be asked for a meeting to discuss the reasons and solutions. A student is late if he/she arrives after 7:30 am.

If the student is absent for more than 5 days in a given term, the parents may be asked for a meeting to discuss the reasons for his/her absence and its impact on the student's learning.

In the case of repeated unexcused late arrivals or absences, the School sends warnings to the student parents. After 3 warnings in the same academic year, the School reserves the right not to renew the student's enrollment at SAPS for the next academic year.

In the case of repeated late pickups without any arrangement between the parents and the school administration, the School sends warnings to the student's parents. After 3 warnings in the same academic year, the School reserves the right not to renew the student's enrolment at SAPS for the next academic year.

2.10 Uniform Policy

All Students must respect School uniform policy.

All Students must wear a SAPS uniform every school day. PE uniforms should be worn on the days when the students have PE lessons per the schedule communicated by the school.

The daily uniform sets are different for Grades 1-4, and for Grades 5-7, the PE uniforms are the same for all grades.

Student uniforms are available at ZAKS Stores at Al Muzn Mall and must be bought at ZAKS before the school year starts. Additional items can be bought during the school year as needed.

Payment for the uniforms can only be done directly at ZAKS shop.

In addition to the school uniform, all students must observe the following:

	Boys	Girls
Footwear	White socks <ul style="list-style-type: none"> • Closed-in, white or dark colored shoes, with rubber soles. • No slippers, no sandals. 	White socks <ul style="list-style-type: none"> • Closed-in, white or dark colored shoes, with rubber soles. • No slippers, no sandals. • High heels are not allowed.
Hair	Neatly trimmed and above the collar.	Hair should be tied-back.
Jewelry	Watch is acceptable	Watch is acceptable Girls with pierced ears may wear one pair of small stud earrings. (NO jewelry during PE)
Physical Education Class	Sports shoes with rubber soles, preferably with Velcro straps instead of shoelaces.	Sports shoes with rubber soles, preferably with Velcro straps instead of shoelaces.

2.11 Personal Items

Students should refrain from bringing large sums of money or other valuable items to school. The school is not responsible for lost or stolen items. Students should not bring any toys or personal items to the school, unless given permission by the teacher in charge of the class.

2.11.1 Electronic devices:

Cell phones, other portable devices, and video games are NOT to be used in school by students. No device may be used to watch or listen to videos, talk, take pictures, play games, record or text during school hours without the express permission from the staff. These may only be used if students use them for integration of technology and instructional purposes and only if approved by the teacher in charge of the class.

2.11.2 Lost And Found

Lost and found items will be placed in a labeled box located at the reception desk. Valuable items such as jewelry will be left with the administrative assistant.

2.12 Meal Breaks 1 and 2

2.12.1 What is allowed

All students should bring healthy food from home. We recommend a lunch made of fruit, a sandwich, raw vegetables, milk, yogurt, juice or water.

Please make sure that your child always brings a water bottle that can be refilled at school. It is important that children stay well hydrated and that we avoid using plastic cups as much as possible.

Please make sure your child has enough food in their lunchbox for 2 meal breaks, a small snack for the first break and a more fulfilling snack for lunch break. Kindly provide healthy options.

2.12.2 What is not allowed

Candy and soda are not allowed as part of a student's lunch or snack.

Avoid junk food such as chocolate, chips, sugary drinks, etc.

For the safety of students, they are not allowed to add hot water to food. Meals must come ready to eat.

2.12.3 Birthdays

We are not able to manage birthday parties for students during the school day. You are welcome to give small gifts to be distributed during Break 1 or 2. Inform the homeroom teacher at least 3 school days in advance of what you wish to bring. Cakes are not allowed.

2.13 Student Safety

2.13.1 Accidents & Incidents

At SAPS, one of our primary concerns is to ensure a healthy environment for our students. To prevent or reduce the number of accidents and incidents, SAPS will monitor all accidents and incidents, implementing all the necessary procedures to prevent recurrences.

2.13.2 First Aid

SAPS will ensure that sufficient provisions are made to administer first aid for any injuries sustained by students and employees while on the school campus. Where necessary, appropriately trained personnel will carry out their roles as first aiders.

2.13.3 Medication

The school will not be administering any medicine to a student unless prescribed by a medical doctor.

Medication can be brought to school, if it is essential to the health of the student (e.g. insulin). The medicine with accompanying prescription must be clearly marked with the student's name, correct dosage, and parent's signature. Medicine must be kept with the school administrative staff, not with the student.

2.13.4 Fire Safety & Evacuations

At SAPS, fire drills are carried out according to the Ministry of Education and Royal Oman Police policy.

2.14 School Property

The school assumes that children will respect school buildings, books, furniture and equipment. If a student has damaged school property, it will be the parent's responsibility to fix or replace what has been damaged.

2.15 Weapons

Students are prohibited from bringing weapons of any kind, including realistic toy weapons, onto the campus. Any instrument which can propel a projectile which might cause physical injury, including sling shots, BB guns or any sort of guns, knives, martial arts objects, or any such instrument or machine that could either cause harm or give the appearance of being capable of causing harm should not be carried on to the school campus.

2.16 Drug Use

All members of the school community are expected to adhere to the laws of the country regarding alcohol and drugs.

Section 3: School Culture

We believe that the social curriculum is as important as the academic curriculum. In this regard, we work collaboratively to promote students who demonstrate our core values, 21 Century Skills and Global Competencies. We employ approaches that stimulate reflection, self-regulation, responsibility, accountability.

We believe the building of culture involves:

- The explicit, continual development of the SAPS Core Values and Cambridge Learner Attributes.
- Clarity of expectations
- The intentional creation of a safe and supportive school culture and community, where all are encouraged to listen and make valued contributions.
- An inclusive approach to problem solving, so that the feelings, needs and views of everyone are considered.
- An understanding of the connection between beliefs, motivations and actions of our students, staff and community members.
- The belief that students are able to resolve their own problems, with support, time and an opportunity to tell their story, as needed.

- Reflection as a key practice of social emotional learning
- Relationship building

3.1 Positive Culture Development

Respect is at the core of the SAPS school culture. We believe that students need to feel safe and valued in order to be engaged in their learning. SAPS develops positive school culture through the use of the SAPS Core Values and Cambridge Learner Attributes, as well as collaborating to create structures, routines and expectations through our Student Code of Conduct.

3.1.1 Our Core Values

Affable

The school considers that high ethical standards, morals and values are the foundation for graduate's preparation. SAPS' students and stakeholders believe that one of the important methods for conserving society's tolerance and boosting communities is graduating generations characterized by high morals and authentic values which derive their strength from society's authenticity and values, seeking guidance from the glorious history of Oman and are proud of their national identity.

The student shall:

- Have high morals
- Respect opinions and beliefs of others
- Observe human values in behavior and conduct.

Eloquence

The school believes that language proficiency and advanced skills in writing, reading, speaking, and thinking are the best ways to master different sciences.

The student shall:

- Be proud of the Arabic Language
- Utilize the language creatively in learning
- Have advanced language skills
- Communicate with other cultures

Conversant

The school prepares students to be knowledgeable, critically aware, continuously updated and armed with necessary tools for knowledge construction in a way that contributes to their scientific curiosity and inquiries.

The student shall:

- Show mastery of scientific content
- Utilizes scientific knowledge in his environment
- Have scientific and critical sense
- Have skills for knowledge construction

Innovation

The school facilitates a suitable environment for developing creative abilities in a way that contributes to improving the lives of the individuals and providing solutions according to society's needs.

The student shall:

- Have problem solving skills
- Have advanced thinking skills
- Create solutions according to society's needs

Leadership

The school develops the leadership capabilities and initiatives in the students and supports them in the realization of their initiatives through team spirit.

The student shall:

- Have leadership capabilities
- Have initiative spirit
- Have teamwork skills

3.1.2 Cambridge Learner Attributes

Confident: Confident in working with information and ideas – their own and those of others.

Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

Responsible: Responsible for themselves, responsive to and respectful of others.

Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

Reflective: Reflective as learners, developing their ability to learn.

Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.

Innovative: Innovative and equipped for new and future challenges.

Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

Engaged: Engaged intellectually and socially, ready to make a difference.

Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

3.1.3 Student Code of Conduct

To ensure a positive and productive school culture and climate, students are expected to take responsibility for their own behavior and academic performance. Student expectations for conduct include:

- Come to school with a mindset to learn
- Be prepared with tools to learn
- Participate in the learning process
- Use appropriate language
- Treat themselves and others with respect, kindness and compassion
- Respect the property of others
- Respect the personal space of others
- Express their feelings and opinions at an age appropriate and respectful way

Recess Rules (All students must stay/play in designated areas)

Students should not engage in the following behavior:

- a) Throwing objects

- b) Pushing others
- c) Kicking
- d) Hitting/Fighting
- e) Use equipment inappropriately

SAPS has zero tolerance for bullying.

3.1.4 Structures, Routines and Expectations for Positive Culture Development

Staff and students collaborate to establish shared schoolwide structures, routines and expectations to enable students to reach their full potential. All community members are expected to exhibit positive attitudes and language towards one another and our environment. Student participation and leadership play an important role in building a positive culture. As mentioned above, the SAPS Core Values and Cambridge Learner Attributes serve as a framework for common understandings and language across our school.

3.2 Discipline Guidelines

SAPS offers the following guidelines and expectations to assist teachers in handling student discipline:

Respect for all people is expected in all aspects of the school environment. Teachers can expect that members of the administration will treat staff, parents, and students with the highest degree of respect. The school can expect that all teachers treat all students, other staff, and parents with respect. As a school, we expect that all students and parents will treat all of the adults in the school with respect, as well as each other.

When disciplining students, there will be no degrading or demoralizing a student.. Bullying, put-downs or teasing will not be tolerated between students. Our expectation in this area will be to maintain only positive interactions at all levels.

At no time should a teacher ever strike a student during discipline. If for some reason the student is out of control and their actions could, in the judgment of the teacher, bring harm to others, the student may then be restrained. In student interactions with peers, behaviors such as hitting, kicking, pinching, biting etc. will result in serious consequences and will not be tolerated.

Respect for property reflects the need for all equipment, books, supplies and materials, as well as the facility itself, to be properly treated. Care of our teaching and school environment will help us maintain the facility and our supplies and materials in support of students.

There is no place for profanity of any kind in the school, and respect for language must be maintained. This includes any language that may be spoken informally in the school other than English.

Respect for each other's personal space includes student's desks, jackets, backpacks, water bottles or any space that is of a personal nature. In turn, it also means that students must respect the teacher's personal space as well.

All staff are expected to address any student behaviors that hinder the learning process and safety of all students and staff with respect and firmness. Any behaviors that cause or can cause harm to the student or others, must be reported immediately to the School Safety Officer/ Administration.

We believe that all stakeholders desire a culture, climate and learning environment that supports the best outcomes for our school community.

In summary, high expectations for respect and good citizenship by our students will result in less time being spent on reacting to adverse behavior.

3.2.1 Behavior Support

Any behavior that has the potential to cause harm or that causes harm to the student, other students, or staff will not be tolerated, and may result in disciplinary action that affects the student's continued enrollment at SAPS.

For this reason, when a student's behavior consistently goes beyond what is reasonably managed in the classroom, the teacher will follow an evidence-based three-tiered framework so that a collaborative team approach can be taken. Families, students, and educators set goals and work together to achieve them.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

Section 4: Teaching and Learning

4.1 Our Instructional Delivery

We believe in immersing students in real-life scenarios that make learning real and meaningful. We believe the social curriculum is as important as the academic curriculum. We believe all students must be engaged in purposeful learning activities that promote thinking, creativity, problem-solving, collaboration, and innovation. For this reason, all subjects of the curriculum are taught using lesson plans aligned to research-based best teaching practices.

We strive to engage students in their own learning and motivate them to strive for knowledge and understanding. We endeavor to provide students with opportunities to develop Global Competence. We regard Global Competence as having 4 Domains: **Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Meaningful Action.**

Our school and curricula encourage learners to become confident, responsible, reflective, innovative and engaged.

4.2 Curriculum Policy

We follow our accredited Cambridge Primary Curriculum for English medium Subjects and MoE for Arabic medium subjects.

Our Goals

- To develop the full potential of all children through a meaningful curriculum that is comprehensive and applicable in the real-world.

- To support the children in gaining new skills and learning how to use them.
- To help the children to have a positive attitude towards learning as an on-going process.
- To enable the children to grow intellectually and encourage them to take on new challenges.
- To differentiate our strategies to meet the needs of students' diverse learning styles and needs.
- To develop each child's talents and creativity while aiming at the highest standards.

The concept of a 'Cambridge learner' helps us communicate attributes we believe are important for learners in the modern world. We recognize that a meaningful curriculum is more than a collection of subjects. Learners need to develop a set of academic skills, life skills and attitudes to be successful.

Our Cambridge Primary Curriculum develops knowledge and skills in:

English

Mathematics

Science

Music

Physical Education

Art and Design

Global Perspectives

Digital Literacy

Our MoE curriculum develops knowledge and skills in:

Arabic

Islamic

Social Studies

4.3 Language Policy

SAPS students experience an enriched language program. English is the primary language of teaching for all English medium subjects. Arabic is the primary language of teaching for the MoE Curriculum. We also believe that language is improved through reading, writing, listening, speaking, and demonstrating good communication skills. For this reason, we strive to provide well-planned opportunities for students to develop their language skills across the curriculum.

4.4 Grading Policy

4.4.1 Grading Scale (Grades 1-6) (Traditional)

A= 90%- 100%

B= 80% -89%

C= 70% -79%

D= 60% -69%

F= 59 % or less

4.4.2 Standards Based Grading Scale

Our focus is on student mastery of their grade level content, as well as addressing learning gaps in prior grade levels that may impact their current grade. For this reason, we use descriptive marks to track student progress throughout the academic year. So you may see these markings on student work, along with the traditional markings.

**The End of Term Report Cards will include standards-based marks.
Descriptive Progress Toward Mastery (Grades 1-6)**

<p>5= Exceeding Expected Levels (Mastery is above their assigned grade level)</p>	<p>The student is exceeding expected levels, demonstrating an in-depth and distinguished understanding of grade level performance standards during a given assessment period. Student has advanced understanding, displaying superior skills in a specific area. Student applies learning in new and varied ways above those taught. Student meets all standards taught.</p>
<p>4= Working At Expected Levels</p>	<p>The student is working at expected levels, demonstrating a strong command of standards and application of learning with success. Student consistently meets the grade level performance standards. Student has proficient understanding and is right on track with performance standards and academic expectations.</p>
<p>3=Progressing Towards Expected Levels</p>	<p>The student is progressing towards expected Levels. Student partially meets some standards taught at a given point in the assessment period. Student has basic understanding and is partially proficient at meeting grade level expectations. Student understands some basic concepts or skills but does not consistently reach proficient levels of quality in each period of assessment.</p>
<p>2=Performing at a basic level</p>	<p>The learner is performing at a basic level, demonstrating partial command of curricular and grade level performance expectations. The student understands foundational material but is still working to master application of the concepts and skills without assistance.</p>
<p>1= Performing at limited levels of proficiency</p>	<p>The student is performing at limited levels of proficiency, not yet meeting expected grade levels of performance, and demonstrates a minimal mastery of curricular standards. The student requires significant support to access and demonstrate understanding of foundational material. Student performance is inconsistent, even with guidance and support. Student requires additional support and intervention to master materials.</p>
<p>I= Insufficient</p>	<p>Insufficient evidence to determine achievement level (Used when a student has been enrolled for too short a time during a reporting period)</p>

4.4.3 Grading Scale (Grades 7-8) (Traditional)

الحرف الدال على مستوى الأداء Grading Scale	نطاق الدرجة Percentage Uniform Range
A*	90% - 100%
A	80% - 89%
B	70% -79%
C	60% - 69%
D	50%-59%
E	49%-40%
F	30%-39%
G	20%-29%

4.4.4 Standards Based Grading Scale (7-8)

الدرجات القائمة على المعايير Standards-Based Grading	
Standards-based grade	الوصفات المستندة إلى المعايير والهادفة إلى الإتقان (الصفوف 7- 9) Descriptive Progress Toward Mastery (Grades 7- 9)
5 تجاوز المستويات المتوقعة * الإتقان أعلى من المستوى المخصص للصف. Exceeding Expected Levels *Mastery is above their assigned grade level.	يتجاوز الطالب المستويات المتوقعة، مما يدل على فهم عميق ومتميز لمعايير أداء مستوى الصف خلال فترة تقييم معينة. يمتلك الطالب فهمًا متقدمًا، ويظهر مهارات فائقة في مجال معين. يطبق الطالب التعلم بطرق جديدة ومتنوعة فوق تلك التي يتم تدريسها. يلي الطالب جميع المعايير التي يتم تدريسها. The student is exceeding expected levels, demonstrating an in-depth and distinguished understanding of grade level performance standards during a given assessment period. Student has advanced understanding, displaying superior skills in a specific area. Student applies learning in new and varied ways above those taught. Student meets all standards taught.
4 + يعمل ضمن المستويات المتوقعة بأداء عالي Working within expected levels with high performance	The student is demonstrating a high performance within the grade level, a strong mastery of the standards and the application of learning with success.. The student highly meets grade level performance standards and academic expectations. يُظهر الطالب أداءً عاليًا داخل الصف الدراسي ، وإتقانًا قويًا للمعايير وتطبيق التعلم بنجاح. يفي الطالب بدرجة عالية بمعايير أداء الصف الدراسي والتوقعات الأكاديمية.
4 يعمل ضمن المستويات المتوقعة Working at expected levels	يعمل الطالب في المستويات المتوقعة ، مما يدل على تمكن قوي من المعايير وتطبيق التعلم بنجاح. يلي الطالب باستمرار معايير الأداء على مستوى الصف. يتمتع الطالب بفهم جيد ويسير على الطريق الصحيح مع معايير الأداء والتوقعات الأكاديمية. The student is working at expected levels, demonstrating a strong command of standards and application of learning with success. Student consistently meets the grade level performance standards. Student has proficient understanding and is on track with performance standards and academic expectations.
3 يتقدم نحو المستويات المتوقعة Progressing towards expected levels	يتقدم الطالب نحو المستويات المتوقعة. يفي الطالب جزئيًا ببعض المعايير التي يتم تدريسها في نقطة معينة في فترة التقييم. يمتلك الطالب فهمًا أساسيًا ويتقن جزئيًا تلبية توقعات مستوى الصف. يفهم الطالب بعض المفاهيم أو المهارات الأساسية، ولكنه لا يصل باستمرار إلى مستويات الجودة المتميزة في كل فترة من فترات التقييم. The student is progressing towards expected Levels. Student partially meets some standards taught at a given point in the assessment period. Student has basic understanding and is partially proficient at meeting grade level

		expectations. Student understands some basic concepts or skills but does not consistently reach proficient levels of quality in each period of assessment.
2	أداء في المستوى الأساسي Performing at a basic level	أداء الطالب في المستوى الأساسي، مما يدل على السيطرة الجزئية لتوقعات الأداء على مستوى المناهج والصف. يفهم الطالب المادة الأساسية، ولكنه لا يزال يعمل على إتقان تطبيق المفاهيم والمهارات دون مساعدة. The learner is performing at a basic level, demonstrating partial command of curricular and grade level performance expectations. The student understands foundational material but is still working to master application of the concepts and skills without assistance.
1	أداء بمستويات محدودة من الكفاءة Performing at limited levels of proficiency	أداء الطالب بمستويات محدودة من الكفاءة، ولم يستوف بعد مستويات الأداء الصافية المتوقعة، ويظهر إتقاناً أدنى لمعايير المناهج الدراسية. يحتاج الطالب إلى دعم كبير للوصول إلى المواد الأساسية وإثبات فهمها. أداء الطلاب غير متسق، حتى مع التوجيه والدعم. يحتاج الطالب إلى دعم وتدخل إضافي لإتقان المواد. The student is performing at limited levels of proficiency, not yet meeting expected grade levels of performance, and demonstrates a minimal mastery of curricular standards. The student requires significant support to access and demonstrate understanding of foundational material. Student performance is inconsistent, even with guidance and support. Student requires additional support and intervention to master materials.
I	غير كافٍ Insufficient	عدم كفاية الأدلة لتحديد مستوى الإنجاز. (يتم تعيينه عند تسجيل الطالب في المدرسة لفترة قصيرة جداً خلال فترة التقرير) Insufficient evidence to determine achievement level (Used when a student has been enrolled for too short a time during a reporting period)

ضوابط الانتقال: سيأخذ طلاب الصف التاسع "نقاط تفتيش" كامبريدج في نهاية العام.

Grade 9 students will take Cambridge Checkpoints at the end of the year.

4.5 Homework

The purpose of homework should be placed on the value of the assignment for the child and assists in the following ways:

Provide opportunities to apply learning in real ways

Strengthen basic skills

Extend and reinforces classroom instruction

Stimulate and develop interests

Promote initiative

Refine organizational skills

4.5.1 Homework Rotation Schedule

The homework rotation schedule for each grade level will be communicated by the grade level teachers. Weekly homework for Grade 1 will be communicated by the Teacher Team and in the Student Assignment Notebook for Grades 2 and up. It is the responsibility of each student to keep up with their Notebooks.

4.6 Student Portfolios

Each student will have a portfolio of teacher-annotated samples of their work highlighting achievements and progression. This portfolio will be made available for parents to see at parent meetings. At the end of the school year, the student portfolio should be sent to the student's next grade-level teachers in preparation for the new academic year.

4.7 Library Policy

As a part of our language classes, students will have regular visits to the school library. They will be allowed to borrow books from grades 4 and up to read at home, per the following rules:

Students are allowed to borrow up to 1 book at a time. The borrowing period is one week.

Parents will be charged the price to replace the book in case of loss or damage. SAPS Admin will consider a book lost if not returned within a month.

Students must return borrowed books before checking out new books.

4.8 Field Trips

Field trips are an important part of our school program, and student safety is a priority. Field trips are planned to provide learning opportunities that align with our school's curriculum, core values, and Cambridge learner attributes.

Permission: Details of the trip will be included on the consent form, which must be signed by the parent and returned to the teacher.

Expenses: Any expenses (for example, Entry Fee) will be mentioned on the Consent Form.

Participation: All class/grade members are expected to participate in field trips, unless specified students are attending a competition or event.

The school uniform is required on field trips unless expressly indicated otherwise on the Consent Form.

SAPS expectations and Codes of Conduct are in effect on all field trips.

Section 5: School Community Relations

5.1 Communication

A child's school life is greatly enriched by a family that is well informed and active in school life.

SAPS welcomes parent involvement and encourages close ties and frequent communication between parents and school. Parents can expect communication to take the following forms:

5.1.1 Weekly Grade Level Newsletter

Created by teachers and posted by admin each week. Links can be found on Class Dojo.

5.1.2 Class Dojo

Each week, teachers and admin staff communicate general information about upcoming events at the school and showcase various aspects of the school's programs. Teachers may also directly message parents regarding student academic/ behavior progress or concerns. Parents may also directly contact any of their child's teachers or the principal for any information or to request a meeting.

5.1.3 Student Assignment Notebook (Grades 2 and up)

Homework will be completed at home. All students are expected to keep their notebooks and regularly share with their parents/guardians.

5.1.4 Emails

The school administration will send school-wide announcements and other important information to the email address provided to us by parents/guardians. Inform school administration if there is a change to your email address.

5.1.5 Parent-Teacher Conferences (PTC)

PTCs are scheduled mid-term 1 and mid-term 2. These conferences provide an additional opportunity for parents, teachers, and students to share information regarding students' goals, progress,

achievement, needs, and next steps.

5.1.6 Gradelink

Student daily attendance and end of term grade reports are made available through Gradelink.

5.1.7 Issues of Concern

In no case will complaints be made or discussed in the presence of students.

Most complaints can be resolved informally via discussion with appropriate teachers and admin staff.

We want to ensure a process that all stakeholders can have confidence in, knowing that their concerns will be managed effectively, fairly and efficiently.

Step 1

Informal: Any concern(s) should be made to the respective staff member at the earliest notion and opportunity.

The first step is to speak with the respective staff member in person during an agreed upon meeting. Talking with each other is the best initial step, as it will likely lead to remedies needed to address the concern(s). Use this opportunity to clarify and resolve minor issues. This step should be taken before seeking formal complaint measures with administration.

Step 2

Formal Complaint: Written (Via email, typed and printed or legible handwriting)

Any complaint/issue that is put in writing should be written clearly outlining all the issues and what it is hoped that the preferred outcome should be. All complaints should be acknowledged within 2 working days, unless the matter is related to a matter of child safety, or other urgent matter constituting an immediate response.

Where appropriate, those involved should sit with school administration in a formal meeting. If an investigation is warranted, it will be carried out and the outcome communicated to the complainant within 5 school days.

A response from the responsible party will include a full explanation of the decision and the reasons for it (if additional time is required to formulate a response, this will be communicated before the end of the 5 school days). The response will include what action the school has taken to address the complaint.

Once a meeting, decision and resolution/remedy has been reached, the principal (or designee) will ensure that you are clear about the action taken and what to do if you remain dissatisfied.

Step 3

Governing body

The majority of complaints rarely reach this level, but should you need to, you can make a formal complaint to the CEO. A detailed, factual, written complaint should be submitted to the CEO, or their representative within 10 school days of the decision from the school level administration. This written complaint should be placed in a secure envelope, which will then be forwarded to the appropriate member(s) of the school board.

5.2 Parent & Visitor Code of Conduct

The purpose of this code of conduct is to provide the expectations around the conduct of student parents, and visitors connected to our school. The school community is expected to respect our school ethics, keep our school tidy and set a good example of their own behavior both on school premises and when accompanying classes on school visits.

Expected Behaviors:

- Positive behavior that promotes normal school operations and activities anywhere on and around the school campus.
- Using calm and respectful language and keeping a proper attitude.
- Maintaining a peaceful and respectful attitude towards all members of staff, visitors, student's parents and children.
- Preserving school property.
- Maintaining a proper and respectful language in emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Refraining from using any defamatory, offensive or derogatory comments regarding the school or any of the students/parents/staff/administration at the school on social media sites.
- Refraining from using physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises.
- Refraining from approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).

We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. Where issues arise or misconceptions take place, please contact your child's teacher through ClassDojo to set a meeting and go through the issue and hopefully resolve it. Where issues remain unresolved, please contact the school principal by email to set a meeting.

5.2.1 Parent Contact Information

It is essential that the school have accurate phone numbers, addresses, and emergency contact information for all children. Please advise the administrative office of any change of contact information as soon as possible.

5.2.2 Parent Absences

If parents or the legal guardian leaves Oman temporarily and leaves a child in the care of someone else, they are required to notify the school in advance. The parents should give the dates of their absence, the names, the numbers and pertinent information of the temporary guardian; and the parents' contact details should be given to the school during the absence from Oman.

Section 6: Final Remarks

This document is meant as a guide to help answer questions you may have about SAPS and to guide you through your time with us. If you have further questions or would like to discuss the content of this document, please feel free to contact us at info.sapsoman.edu.om. You may also arrange a meeting through the administration office.

We look forward to partnering with you at Sarh Al Jaameah Private School.