



SRI KDU
International
School
SUBANG JAYA

PRIMARY SCHOOL HANDBOOK

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Sri KDU International School, Subang Jaya

Jalan MP2, Tropicana Metropark, 47500 Subang Jaya,
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Welcome to Sri KDU International Subang Jaya Primary

Dear Parents,

On behalf of our community, it is my privilege to welcome you to Sri KDU International Subang Jaya.

We are a proud member of XCL Education and that comes with the commitment that all our children and their families will benefit from the following promises:



TOP ACADEMIC OUTCOMES

with high quality teachers, stringent group-wide standards, nurturing school culture, and access to world-class academic opportunities.



FUTURE-PROOF PREPARATION

with continuous innovation and updates to teaching methods and technology, ensuring students are equipped with the drive and tools to succeed.



HOLISTIC CHARACTER DEVELOPMENT

by embedding key elements of growth mindset, resilience, interpersonal skills, leadership, self-motivation, and stewardship across all student activities.



SAFETY AND SAFEGUARDING

through audited standards, policies, processes, training and an ingrained culture of student safety.



CONTINUOUS IMPROVEMENT

using the Kaizen philosophy of methodically measuring outcomes, collecting parent/ student feedback, and being accountable for action and improvements.

We are delighted to have you be a part of our community. We promote a love of learning by helping students and their families to feel empowered to fulfil potential, both academic and holistic.

Our aim is to ensure children are **safe, happy, and successful**. By providing a safe environment where each child is valued and respected, children feel happier and fully engaged with school life. With the foundations of safety and happiness, children have a desire to learn and participate in the range of opportunities that SRI KDU offers. As a British international school in Malaysia, we aim for our students to be more than high level academic achievers. Our complementary and diverse range of leadership opportunities, extra-curricular activities and participation in national and international sports and events, nurture the skills and values needed to be caring, successful global citizens and future leaders.

We are a collaborative learning community working towards giving all our students the very best educational experience possible. We therefore advocate an ‘open door’ policy where teachers, students and parents can communicate freely and positively, with the onus on improving our school for all our stakeholders. On behalf of the leadership team, we look forward to meeting you in person and welcoming you to our community.

Best regards,

Mr. David Wilcock

Head of Primary

Overview of our International School

We are an inclusive British Curriculum international school that caters for 3-year-olds up to 18-year-olds. We believe a school should be at the heart of a community and recognise that all stakeholders have a key role in ensuring every student fulfils their potential.

Mission

Our mission is to empower a diverse and inclusive community of **safe, happy and successful** learners who aspire to positively impact others.

Philosophy

At SRI KDU, our philosophy of teaching and learning is rooted in the core principles of being challenging, holistic and personalized. We believe that education is a dynamic journey that nurtures the growth of well-rounded individuals. We are committed to providing a challenging learning environment that encourages students to undertake 'good struggles'. We understand that true growth occurs when students are presented with opportunities to overcome barriers to learning, reach the high expectations our teachers set for them and develop a 'growth' mindset.

We view education as a holistic process that encompasses intellectual, emotional, social and physical development. We nurture well-rounded individuals by encouraging students to follow their passions through our comprehensive cross curricular activities (CCA's). We also emphasise the importance of character education, fostering values like Kind and Caring, Empathy, Respect and Integrity.

Every child is unique, and we recognise that one-size-fits-all approaches to education do not meet the needs of all students. Therefore, we are committed to providing personalized learning that caters for the strengths, interests and learning styles of each and every student. Our teachers take the time to understand each student's needs, preferences, and challenges, allowing them to tailor instruction and support accordingly. This personalised approach ensures that every student can reach their full potential.

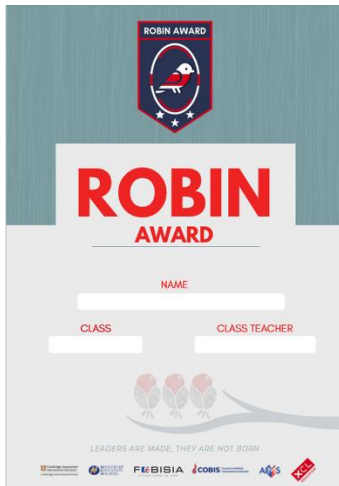
Within a solid Cambridge curriculum foundation, we promote inquiry-based learning, where students are encouraged to ask questions, investigate topics of interest, and actively engage in the learning process. This approach fosters curiosity and critical thinking skills, enabling students to become lifelong learners who can adapt to an ever-changing world.

Learning is a collaborative endeavour that involves students, teachers, parents, and the community. We value open communication and collaboration between all stakeholders, recognising that a strong partnership between home and school is essential for a child's success. Together, we work to create a supportive and enriching educational experience.

Assessment is not just about grading; it's about understanding where students are on their learning journey and guiding them towards improvement. We use a variety of formative and summative assessments to track progress and provide constructive feedback. Our goal is to help students develop self-awareness and take ownership of their learning.

Promoting Leadership – Learn to Lead

As an XCL member, primary school runs leadership awards called ‘Robins’. The Robins are linked to XCL ‘LEADER’ attributes and are for Years 1 to 6 (EYFS have Early Learning Goals). Each half term focuses on one of the LEADER attributes and awards will link to PSHE, class learning, assemblies and events. Students will work towards an award every year from Year 1 to Year 6 by compiling a digital portfolio to evidence award completion status. The portfolio will contain challenges, directed and student elected tasks. Children may carry over portfolios to next year to facilitate student paced achievement.



Year Group	Term 1 Senses Focus	Term 2 Ownership Focus	T3 Nature Focus	End of Year Award
1	I can speak and listen.	I can do lots of things on my own.	I am tidy and I do not waste things.	Primary Bronze 1
2	I can share my ideas and listen to others.	I can do lots of things and work in a group.	I look after things around me.	Primary Bronze 2
3	I can talk about my feelings.	I know my targets and try to hit them.	I do things that help the environment.	Primary Silver 1
4	I can use my feelings to make things.	I have targets and I think about my progress.	I work with others to protect our world.	Primary Silver 2
5	I can describe and recognise feelings.	I think about what I need to do to get better.	I understand my actions affect life around me.	Primary Gold 1
6	I know how to use my feelings positively.	I take charge of my own learning and performance.	I learn from and respect nature and the past.	Primary Gold 2

Early Years’ Foundation Stage

Our Early Year’s children follow the Early Years’ Foundation Stage Statutory Framework of England and enjoy a two-year learning journey where play-based learning provides a stimulating start to education. The children are age appropriately assessed against Early Learning Goals which chart their progress towards milestones in Literacy, Numeracy, communication, understanding the world and physical development, to list some of the main learning areas. EYFS starts in Foundation Stage 1 (FS1) for 3-year-olds and is followed by FS2 for 4-year-olds. At the end of FS2, parents will receive an EYFS profile which summarises learning strengths and development areas which is also passed on to our Year 1 team so that learning continues seamlessly when children commence Key Stage 1.

Key Stages 1 and 2

Children formally commence the National Curriculum for England in Year 1 (age 5) and continue this until Year 6 (age 11). We children complete Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6). Main class teachers deliver lessons to their assigned class in a number of subjects. English, Maths and Science is facilitated through the Cambridge Programme of Study from Years 1 to 6. Humanities, which includes aspects of Geography, History, International Mindedness and Social Studies, is an inquiry-based subject which is derived from the National Curriculum but enhanced and adapted to our location and international student body. PSHE (Personal, Social and Health Education) emphasises the commitment of British education to developing children’s personal qualities, values and attitudes alongside academic learning and takes objectives from the National Curriculum of England. Computing is taught by main class teachers using our purpose-built computing suite, alongside the iPad devices children bring to school. The Computing syllabus is based on the English National Curriculum of England and emphasises the development of core skills not developed by device use, such as typing and file management, as well as robotics, coding and programming.

In addition to lessons delivered by the main class teacher, Primary children benefit from learning

taught by Specialist subject teachers. National Curriculum based subjects are Art, Music, Drama, PE (Physical Education) and Computing. Children also take languages including French, Mandarin Chinese and Bahasa Malaysia which are based on their own programmes of study. Muslim children can take Islamic Studies which we provide based on state requirements.

Here is a typical timetable for a Key Stage 1 or 2 student:

3A	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8	Registration				
8-9am	Phonics/English	Phonics/English	Phonics/English	Phonics/English	Phonics/English
9-9:20	Break				
9:20-10:20am	Maths	Maths	Maths	Art	Music
10:20-11:20	Science	PE	Library	PE	Bahasa
11:20-12:20	Lunch				
12:20-1:2:50					Assembly
12:50-1:20	French	IT	Humanities	Maths	
1:20-1:50/2:20	Drama	Humanities	Science	Mandarin	
2:20-2:50	Circle time	Mental maths	Mental maths	Circle time	

The Cambridge Learner Profile

The aim of the Cambridge programme is to develop internationally minded people who recognise their common humanity and shared guardianship of the planet, helping to create a better and more peaceful world.

The Primary School Day

Timetable/scheduling

We follow a five day, five period timetable in Years 1 to 6; Early Years has a more flexible school day as the children do not generally learn in blocked separate subjects as older years do (although there is a published timetable). Note that Friday is a shorter day.

School Hours

	Primary Monday to Thursday		Primary Friday
7:45	Arrival	7:45	Arrival
8:00	Lesson 1	8:00	Lesson 1
9:00	Break	9:00	Break
9:20	Lesson 2	9:20	Lesson 2
10:20	Lesson 3	10:20	Lesson 3
11:20	Lunch	11:20	Lunch
12:20	Lesson 4	12:20	Guided Reading
13:20	Lesson 5	12:50	End of Day
14:20	Guided Reading	13:00	CCA Start
14:50	End of Day/Collection	14:00	CCA End

15:00	CCA Start		
15:45	CCA End		

Lessons start for all year groups in the school at 8:00am. Dismissal time is 2:45pm from lessons for children to be available for collection at 2:50pm (12.50pm on Fridays). Co-curricular activities run 3:00-4.00pm Monday-Thursday and 1:00-2:00pm on a Friday. We also offer 'Academies' for high-interest sports and these run from 5.30 to 6.30 each day. CCA's are offered twice per week by all academic staff.

Principles of Effective Teaching and Learning

Although individual teachers may differ in their day-to-day strategies and approaches to teaching and learning, these will be rooted in the following key principles which we agree have a significant impact on learning and progress:

- **Engagement and Learner Profile**
- **Feedback and assessment**
- **Progress and challenge**
- **Autonomy and independence**

Engagement and Learner Profile

The classroom ethos creates responsible, engaged, confident, innovative and reflective learners – characteristics of the Cambridge Learner Profile – who enjoy being absorbed by the challenge of their learning and who thrive in an atmosphere of respect and cooperation. Learning in our school should be fun, active, varied, collaborative and responsive to student questions, needs and interests.

Expect up to 25 children in your classroom with a diverse range of learning needs. Classes up to Year 4 will have their own Teaching Assistant who will also support students from Years 5 and 6 in small groups where required. New students will generally range in mean CAT4 scores from 90-141 on admission. Historically, our students perform significantly higher than their peer group and excel in Maths, Art, Languages, Drama, Sports, and Music. We have small numbers of children with additional needs, and we employ a Primary School Special Educational Needs Coordinator, who works alongside class teachers, to ensure that appropriate support is provided.

The vast majority of our students speak English as their first language, or a close second language and many children are bi or trilingual. English is the medium of conversation in the building and all are expected to always converse in this language. Learners are developing their ability to speak in public through a wide range of opportunities including leading assemblies, presenting speeches, poetry recitals and drama lessons.

Students can expect a variety of activities and learning strategies in their lessons and enjoy being challenged. They are empowered to know the next steps in their learning and actively seek these out. Lessons should have appropriate scaffolding to ensure multiple opportunities for students to ask questions and develop their knowledge, skills and understanding.

Most lessons start with a review of previous learning. Highly engaging lessons follow where modelling and scaffolding of learning steps is paramount to ensure rapid progress is made by all. Teachers teach targeted groups alongside the Teaching Assistant whilst a diverse range of resources are provided to ensure all students can develop independent learning skills when needed.

Feedback and Assessment

Children need to know what they are learning, why they are learning it and how it will help them in their learning journey. Relating learning to real life helps children understand and build context, and teachers endeavour to create these real-life experiences both in and out of the classroom environment, subsequently assessing multiple pieces of evidence to inform next steps in planning and actions for students. As well as internal formative and summative data, GL Assessments are used as end of year assessments from Year 2 and above. In Cambridge subjects, children are involved in their own progress through the tracking of ‘I can statements’ which are child friendly terms for learning outcomes.

Here is an example below from Year 4:

YEAR 4 - I CAN STATEMENTS

ENGLISH				
Reading	T1	T2	T3	ONGOING
I can find information/evidence in non-fiction texts				
I understand the use of punctuation marks and use them to read with fluency				
I know the features of historical fiction				
I understand how a story is structured (5 main stages)				

I can statements are shared at the start of the term with parents and are the focus of termly reports, which are followed by a parent meeting. Assessment by the teachers is based on data as well as written and verbal feedback from learners. A comprehensive marking policy is used across the school which was developed to promote a consistent language for feedback.

We believe that through appropriate assessment practices, we can provide a positive, continuous and supportive mechanism for parents, which promotes and improves student learning and achievement, guides instruction and practice, and evaluates program as well as instructional effectiveness. Assessment is an ongoing formative process with summative and diagnostic tests added to support teacher judgments of each child’s progress and attainment. In support, our half termly target setting meetings in Term 1 and 2 ensure parents and teachers are working together to meet the needs of each student. We also encourage parents to meet with us at any time to discuss the progress of their child, particularly if they have a worry or concern.

GL progress tests are also done at the end of each academic year in English, Maths and Science for Years 2– 6. Data from these assessments is used as a guide to ensure our students are meeting and exceeding international benchmarked standards and inform planning for the subsequent academic year.

Feedback

“Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. When feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning.” John Hattie and Helen Timperley, Power of Feedback.

Feedback, both verbal and written, is one of the keys to a child’s successful academic and personal growth. Timely feedback is essential. The quicker this feedback is given, the more effective it will be, and we aim to give this feedback both to our students and our community. Equally, all teaching staff understand that not only is frequency of feedback important, but that activity combined with instant feedback yields the greatest impact. Teachers read students’ work regularly and use a variety of

feedback strategies to ensure that feedback always forms an integral part of every lesson.

These strategies are used to inform planning, enabling teachers to adapt and respond to students' needs. Teachers ensure that students are encouraged to take responsibility for their own improvements and progress by checking/editing/re-drafting their work following feedback.

Written feedback in EYFS and KS1 is given, but verbal explanations are more effective as the children are still learning to read.

Progress and Challenge

- Expectations are consistently high – all students should be making expected or better progress in comparison to comparative data.
- Tasks are purposeful and appropriately challenging and take account of different students' needs and abilities and to stretch and support learning.
- High quality questioning is skillfully used to assess understanding, give feedback and prompt learners to think more deeply about key concepts, improve and in so doing move learning on and to eventual mastery.
- What are the gaps? / Which students are struggling? /What are the common errors and misconceptions?

All teachers have the highest expectations of what students can and will achieve. Teachers clearly and repeatedly these expectations to their students:

Teachers demonstrate excellent relationships with students establishing clear routines and boundaries that focus and shape learning behaviours. Teachers communicate this to students by highlighting the demonstration of positive behaviours by students, encouraging other students to do the same. Teachers follow the guidelines of our positive behaviour policy to ensure students can focus on learning. This includes the understanding that there are restorative steps to support students before any sanctions are applied.

"A teacher's job is not to make work easy. It is to make it difficult." John Hattie

Teachers use their knowledge of their students to plan purposeful activities that motivate students to show determination and resilience when challenged. Teachers should challenge ALL students, regardless of their starting point.

Autonomy and Independence

- We believe the end point of education should be to liberate the thinking of learners and make them more independent of their teachers.
- We ensure that learners are more aware of thinking strategies which build intellectual curiosity as well as resilience. Students are taught to question and understand themselves as learners.
- We promote high order thinking by including a range of learning tasks that promote different levels of 'thinking'. For example, information retrieval (recalling a known fact) is a low-level task. However, justifying a point of view, analysing the strengths or weaknesses or a design or using known facts to predict a potential outcome – these are higher order tasks.

Home Learning

We are very conscious of the long day children spend at school and the need for students to do CCA's, play, rest and have quality family time. The emphasis for home learning is on reading each day and using our online platforms to support students in their own personalised learning journey rather than generic homework that does not meet individual needs.

Parent Engagement Programme

Parents/guardians are invited to attend parent meetings during the school year, which provide opportunities to connect with subject teachers and discuss all aspects of student progress and attainment. Meetings happen at key points for each year group and typically follow a reporting period, which will be used to form the basis of most discussions. We also have complementary Target Setting Meetings that highlight what parents can do to support their child in their learning journey. It should also be noted that we have an 'open door' policy and welcome all parents to arrange meetings with teachers outside of the designated times should they wish to discuss their child's needs or progress.

We also engage with parents in a variety of ways, including Friday Coffee Mornings, Parent Forums and the monthly Parent Teacher Association. Curriculum workshops are also now a part of the parent engagement programme, allowing parents to get an insight into teaching and learning methods in core subjects and how parents can support their children at home.

Staff are highly visible around campus and personally hand over children to families at the end of the day so that there is regular contact between home and school. School leaders are always present at coffee mornings, pick up and drop off and are happy to answer queries at any time. We are happy to receive any constructive feedback as we all have the same goal - to fulfil our Mission of having '*safe, happy and successful*' students.

Educational Field Trips

To support our holistic development aims, we aim to provide regular educational trips outside of the school learning environment. These trips are aligned to curriculum content and provide extended learning opportunities. The vast majority of the educational field trips will be scheduled to take place during the school day, and ~~therefore~~ all students are expected to attend. While field trips incur an additional cost, the school endeavors to maintain reasonable costing for all trips.

Residential Trips

Residential trips offer students opportunities to engage in educational experiences outside their normal school environment. Trips will be offered to upper key stage 2 globally, regionally and locally. Every effort is made to ensure a healthy variety of opportunities, which cater to the interests, expectations and budget of all families. We encourage all students to participate in residential trips.

Acceptable Technology Use

The Code of Conduct applies to the Acceptable Technology Use Agreement, just as it does to all other facets of school life. All students have access to the school network and the Internet, intended for

educational and administrative purposes. Technology resources are to be used in accordance with the Acceptable Technology Use Policy and all users are required to comply with its regulations. Our Bring Your Own Device (BYOD) programme for Years 1-6 means that young children are permitted to use iPad and computers in school lesson time with supervision, but this must have a clear learning benefit and must be carefully scaffolded and monitored. Devices should not be used outside of school hours, for example, break times, lunch times and whilst waiting for pick up, unless under strict supervision. We have systems in place to block inappropriate sites through the school's firewall but also expect parents to always support safe internet use.

Complaints Procedures for Parents and Legal Guardians

We advocate open lines of communication, between school and home, to foster the level of collaboration required to support accelerated student development. If a family wishes to log a concern or complaint with a teacher, we request that they observe the procedures outlined. In the first instance, any issue regarding your child should be referred to their class teacher and if not resolved, the following communication channel should be observed; Year Leader – Deputy Head – Head of Primary. Please be informed that any complaint or concern raised directly to the Head of School will typically be referred to the relevant member of staff unless the Head of School deems it appropriate to personally deal with the matter. In any case, the school and its staff will endeavour to resolve concerns and complaints in a swift and professional manner. Relevant staff will keep anecdotal records of concerns and complaints, as they are received and addressed.