



Abuja Preparatory School

Discover Develop Deliver


PROSPECTUS

2018-2019 ACADEMIC YEAR



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Abuja Preparatory School Abuja, Nigeria established in 3rd Jan 2014



YOU ARE WELCOME!

Dear Parents & Guardians,

A very warm and happy welcome to the Abuja Preparatory School learning community. We look forward to sharing an exceptional academic relationship with you, one that will be supportive and successful.

As a Headmaster, it is my aim to maintain and develop a happy and vibrant school in which everyone is safe, treated with respect and encouraged to learn. This is made possible by the dynamic young and energetic staff who between them bring a wealth of experiences and are united in their intention of improving children's learning.

Abuja Prep is a Cambridge International School – this means it is an approved curricular and assessment centre for Cambridge International Examinations (CIE), the region's largest and best known global curricular body. CIE is part of the UK's University of Cambridge, which has been a pillar of educational excellence for over 800 years. The school has had to meet the high standards insisted on by CIE to be awarded this status. Our pupils get high scores in their end of year assessments. We are affiliated with Swim England Association, French Institute, the British Council, and Society for Education & Training UK as well as offer the STEAM programme as a part of our after school programme. We have a football squad called Super Prep. We offer an extensive range of after school clubs (please see the list of 2018-2019 clubs as appendix).



At Abuja Prep, the 'children come first'. Bringing out the best in each child is our constant aim. We believe that children should receive a broad, balanced and child centred education. This will develop an effective combination of creativity, confidence and courtesy, which will equip our young as global citizens to cope with the demands of life in the 21st century, wherever they may live in the world.

In today's rapidly changing and challenging world we believe it to be the school's primary task to foster in its community a life-long love of learning and a sense of responsible citizenship. Our educational programmes are designed to develop the understanding, skills and attitudes that support this. We believe that as we move through the processes of inquiry, discussion, decision making and reflection, we develop an understanding of ourselves, of other people and of our world.

Abuja Preparatory School provides a very special learning environment that develops outstanding, global citizens who are moral, respectful, and have a strong sense of identity. The future will rely on technology, especially in AI (Artificial Intelligence) and renewable energy. Our children are prepared for the challenges of the future. As such, they must be equipped with a strong foundation in the basics (Reading, Writing and Arithmetic) as well as the technical skills to compete in the 21st century. I believe that every child is unique and precious and that teachers should look at teaching and learning from all facets and angles to

help each child realise his or her potential. We have high expectations of our pupils and respect their social, cultural, linguistic, religious and ethnic backgrounds.

Teachers at Abuja Prep treat all pupils consistently, with respect and consideration, and show concern for their development. Our unwavering belief is that a classroom environment should be such that every child is stimulated, feels secure and content and can know that he or she is valued for the person that he or she is. Being a father, I can empathise with the expectations of every parent. I realise what an important role teachers play in developing children's futures.

We are very proud of the achievements of our past and present pupils. Abuja Preparatory School is unique – it offers not only an impressive academic programme, but a fascinating curriculum both in and beyond the classroom that ensures the education of the whole person.

We constantly monitor and update with the latest trends and innovations in education in the UK and elsewhere to bring the best practice for our children in accordance with the highest international standards. Being part of the Cambridge and Abuja Prep family is the best investment you will ever make in your child's future.

Akif Naqvi
Headmaster



OUR VISION

The Founding Principles of the School

The principles of teaching and learning at the Abuja Preparatory School are to:

- Provide a **high quality of education** in a safe, healthy and encouraging learning environment, using modern constructivist learning methods and material, to assist children to reveal and develop the gifts and innate talents that they each possess.
- Provide a **high standard of education in English** to pupils so that they can have access to the wealth of information and variety of opportunities available today, so that they will develop the values, skills and knowledge to enable them to participate as citizens and leaders of their communities and in the affairs of the world.
- Provide an **awareness of internationalism**, diversity of culture, religion and traditions and to show respect for the beliefs of all peoples of the planet.
- Provide an education that inculcates **critical thinking, reflection and independence** in learning.

OFFICIAL LANGUAGE OF THE SCHOOL

English is the official language of the school. All staff members are expected to read write and speak (British) English to each other and to the pupils. Other languages are only to be spoken while instructing in those languages, or in case one of the youngest children at preschool needs to be instructed on some issue.



SECULAR NATURE OF THE SCHOOL

The school programme is secular in nature. The school respects all faiths and does not allow any propagation of a particular religion.

INTERNATIONAL SCHOOL

Apart from the host country Nigeria our student population is from Barbados, Columbia, Egypt, France, Germany, Ghana, India, Italy, Lebanon, Morocco, Palestine, Rwanda, South Africa, Sudan, Syria, Tanzania, UK, USA and Ukraine.



WHY CHOOSE ABUJA PREPARATORY SCHOOL?



- Abuja Prep offers the best of international schooling. Apart from the host country Nigeria our pupil population is from Barbados, Columbia, Egypt, France, Germany, Ghana, India, Italy, Lebanon, Morocco, Palestine, Rwanda, South Africa, Sudan, Syria, Tanzania, UK, USA and Ukraine.
- Abuja Prep pupils thus enjoy the opportunity to learn about other cultures from each other as well as from their teachers, and the bonds they form thus represent a significant part of their socialisation.
- The school's atmosphere is inclusive, caring and welcoming – all pupils and parents are regarded as important individuals and stakeholders in the school community, no matter what their various ages, backgrounds, origins and provenances may be.
- Abuja Prep is a Cambridge International School – this means it is an approved curricular and assessment centre for Cambridge International Examinations (CIE), the region's largest and best known global curricular body. CIE is part of the UK's University of Cambridge, which has been a pillar of educational excellence for over 800 years. The school has had to meet the high standards insisted on by CIE to be awarded this status.
- Its teaching and learning are based on a CIE-oriented model derived from the National Curriculum of England (which is adapted to make it suitable for pupils from the cultures and nationalities referred to above). Classes commence from Early Years up to Year 6; assessment is provided via examinations conducted by CIE as well as continuous formative assessment.
- Abuja Prep pupils are also provided with enjoyable and stimulating Extra-Curricular Activities (ECAs). They also gain personal and educational benefits by being able to take part in various cultural events held at the school throughout the academic year.
- Reports are issued regularly to parents, who are also welcome to participate in our Parents' Committee and/or to discuss their children's progress with academic managers whenever issues or concerns arise.
- The school is housed in well appointed, bespoke building situated in an enclosed, protected and secure environment where pupils' health and safety are accorded the highest priority. Breakfast, lunch and snacks are served daily during school day.
- An administered staff duty system ensures all pupils are fully supervised outside classrooms throughout the school day.

WHY CHOOSE AN INTERNATIONAL SCHOOL?

Many parents wonder what special benefits international schools and international curricula offer to pupils. There are in fact a number of advantages which are not always provided by other types of schools. These advantages are as follows:



- An international school education gives pupils a wider range of openings to universities around the world, many of which prefer international qualifications.
- Most international schools use English as their principal medium of instruction. This provides pupils with a strong background in English (the world's main international language).
- International school curricula impart skills such as those that refine critical thinking, time management and problem solving as well as subject-specific knowledge. These skills are enormously important in enabling pupils to think, act and decide independently in their education, careers and lives generally.
- International school communities tend to be multinational, thus exposing their pupil members to a range of cultures, enhancing their confidence and their empathy / communication aptitudes and expediting what often blossoms into lifelong friendships that transcend national and ethnic boundaries.
- The ability to understand other people's and other cultures' perspectives conferred by teaching empathy skills is an immensely valuable asset for pupils and career professionals all over the world, whatever university degree or job they may pursue.
- International schooling offers an excellent preparation for world citizenship with a truly global outlook.
- Most international schools combine the impartation of knowledge about, and pride in, pupils' indigenous traditions with those of other cultures (international school pupils thus derive the best of both worlds).
- The international perspectives and cross-cultural skills conveyed by international schools to their pupils are regarded as essential qualifications by many universities and employers these days.
- International school curricula and qualifications (such as those offered by Cambridge International Examinations) have to maintain high standards and are continuously improved – hence their well-deserved reputation for high quality and academic excellence – international school pupils derive the benefits of these accordingly.
- Pupils at international schools enjoy access to global pupil networks and resources structured around whichever curriculum they follow.

MEET THE TEAM

Proprietress
Headmaster


















Hajara Waziri Ibrahim
Akif Naqvi










Senior Leadership Team

Relations & Admin Manager
Head of Early Years
Head of KS1 & KS2
Head of Specialist Subject staff
Coordinator Early Years
Coordinator KS2
Coordinator KS1
Coordinator Drama & Theatre Arts

Fatima Grema-Ajayi
Elizabeth Amos
Juliet Goje
McAnthony Otovbo
Amelia Ibiejugba
Stella-Marie
Irene Emmanuel
Omuro Mine

Staff list 2018 - 2019

EYFS HoD	Mrs Lizzy		
EYFS Coordinator			
YEAR	TEACHER	TEACHER ASSISTANT	CARER
Playgroup Butterfly 	Mrs Catherine	Mrs Kofo	Ms Sarah Felix
Playgroup Bee 	Mrs Lizzy	Ms Eunice	Ms Faith
Playgroup Firefly 	Ms Oluchi	Ms Blessing Ojobo	Ms Cynthia
Nursery Ladybird 	Mrs Amelia	Ms Seyi	Ms Leah
Nursery Beetles 	Ms Lilian Edeba	Mrs Juliet	Ms Blessing Olekwu
Reception Dragonfly 	Mrs Constance	Ms Yewande	Mrs Amina
Reception Grasshopper 	Ms Lilian Nwakudu	Ms Sarah Edwin	Ms Favour
KS1 HoD	Mrs Juliet Goje		
KS1 Coordinator	Ms Irene		
YEAR	TEACHER	TEACHER ASSISTANT	
Year 1 Squirrel 	Mrs Juliet Goje	Mrs Hannatu Lalai	
Year 1 Rabbit 	Mrs Onyeka U.	Ms Cynthia Nwoji	
Year 2 Orca 	Miss Irene	Miss Cynthia Mgbudom	
Year 2 Dolphin 	Miss Vivian	Miss Thakuma	
KS2 HoD	Mrs Juliet Goje		
KS2 Coordinator	Ms Stella Upper		
	TEACHER	TEACHER ASSISTANT	
Year 3 Giraffe 	Mrs Deborah Ajala	Ms Ifeoma	
Year 3 Gazelle 	Miss Hauwa	Mrs Martha	
Year 4 Hippo 	Mr Mine	Ms Blessing	
Year 4 Elephant 	Ms Enajite Ojowo	Mrs Stella E	
Year 5 Bear 	Ms Chika	Mrs Rakiya	
Year 5 Wolf 	Ms Anita	Ms Elizabeth	

Year 6 Lion 	Mrs Patience	Mr Innocent
Year 6 Jaguar 	Mrs Stella	Ms Amina
Specialist Subjects (including Library) HoD Mr McAnthony Otovbo		
Library 	Mr Celestine	
Art & DT 	Mr Idoko	
ICT 	Mr Elijah	
French 	Mrs Chiamaka	
Music 	Mr Mc Anthony	
Physical Education 	Mr Bartholomew	
Subject	Coordinator	
Drama & Theatre Arts 	Mr Omuero Mine	

CHILD PROTECTION AND SAFEGUARDING

Staff development and training has always been important to Abuja Prep. We have further enhanced this area by bringing in mandatory UK online courses for all members of staff, covering such matters as child protection, first aid, fire safety and e-safety. This training was completed by all members of the team from gardeners to the senior leadership team. It is now part of our induction process for all new members of staff. Please see 'Who Will Listen to Me' guideline as Appendix.



ENROLLING YOUR CHILD

We understand that you have a number of choices of schools for your children. We are very pleased that you have considered Abuja Prep and hope that you will be a supportive member of our community.

We are two-form entry school with a maximum class size set at 23. The demand for admission is high.



Being an international school, Abuja Preparatory School understands that many children will seek enrolment at the school having been exposed to a different curriculum with different approaches to teaching and learning. We do not prepare our pupils for any entrance examination. However, the school is confident that the curriculum it follows and the norms and standards that are set in terms of its placement and entry requirements, is a well-researched approach to education and the most relevant for pupils in the international context.

The aim of this policy is:

- To regulate the age criteria for entrance to the school at a particular year level.
- To place the pupils in the relevant year groups.
- To make sure that pupils enrolled at the school are placed



- in a class where their social, emotional, cognitive and psychological needs are effectively catered for.
- To ensure that the pupils' potential is maximised.

Entry requirements

Early Years Foundation Stage	Pre-Playgroup (min 16 months) Playgroup (age 2 on 1 st Sept) Nursery (age 3 on 1 st Sept) Reception (age 4 on the 1 st Sept)
Key Stage 1	Year 1 (age 5 on the 1st Sept) Year 2 (age 6 on the 1st Sept)
Key Stage 2	Year 3 (age 7 on the 1st Sept) Year 4 (age 8 on the 1st Sept) Year 5 (age 9 one the 1st Sept) Year 6 (age 10 on the 1st Sept)

Enrolment Procedure

1. Make and enquiry	Prospectus is given to parents	Relations Manager
	Tour the school	
2. Application	Pay the application fee and deposit	School Bursar
	Fill in application form	Parent
	Arrange for an assessment date	Headmaster's PA
3. Assessment	Child allocated to a class for assessment – arrival at school by 8am	Headmaster's PA
	Parents interviewed by Headmaster	Headmaster
4. Admission	Acceptance letter given	Headmaster's PA
	Confirmation given to Relations Manager	Relations Manager
	Visit Bursar to pay fees	School Bursar
	Pay uniform fee	School Bursar
	Collect uniform	Administration Officer
	Parent's Handbook, Term Plan etc given to parents	Headmaster's PA
PLEASE NOTE: No child will be deemed to be admitted until all fees are paid		
5. First Day	Report to Headmaster's PA	Headmaster's PA
	Take pupil to class	

THE SCHOOL CURRICULUM

Our school follows the Cambridge International Primary School Curriculum in English, mathematics and science and the National Curriculum of England in the Foundation subjects adapted to our context. The Early Years and Foundation Stage follow a programme to meet the developmental needs of the pupils and which ultimately leads to the meeting of the Early Years goals as defined by the National Curriculum of England. Teachers carefully design their teaching programmes with the aim of giving children the skills, values and knowledge that they need. This should lead to: -

- Raising self-esteem and self-responsibility,
- Inspiring them to develop a lifetime enthusiasm for learning
- Developing their positive social skills
- Developing their critical thinking and decision making skills
- Training them to protect themselves from harmful influences
- Empowering them to take charge of themselves and our planet's future



EARLY YEARS FOUNDATION STAGE (PLAYGROUP, NURSERY AND RECEPTION)

A foundation stage programme is offered to pupils from ages 2 – 5 years old. The language of communication is English. In these classes the emphasis is on developmentally appropriate instruction. Rhythm, music and movement are used to help these young children to learn to express themselves in a variety of ways. The teachers use co-operative teaching strategies and teach children words to use to compliment or praise the work of another child when working together. In Reception classes vocabulary is stressed, printed words are visible on the walls and everywhere in the classroom, using the appropriate script according to school policy.



Pupils at this level learn through *structured interaction and developmental play*. The curriculum provides stimulating activities for the development of communication as well as creative activities. The structure of learning is less formal but a great deal of emphasis is placed on pre-reading, pre-writing and pre-mathematics skills. At this level, learning through play performs a very important role in the class activities.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The profile provides parents and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile must reflect: *ongoing observation; all relevant records held by the setting; discussions with parents, guardians and carers, and any other adults whom the teacher, parent, guardian or carer judges can offer a useful contribution.*



Each child's level of development must be assessed against the early learning goals (Appendix - Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers must be given a copy of the profile report together with a short commentary on each child's skills and abilities. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

Schools must share the results of the profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. For children attending more than one setting, the profile must be completed by the school where the child spends most time.

KEY STAGE 1 (YEAR 1 AND YEAR 2) AND KEY STAGE 2 (YEAR 3, 4, 5 AND 6)

The Key Stage 1 (KS1) and Key Stage 2 (KS2) sections follow the Cambridge International Primary School Curriculum as well as the updated National Curriculum of England in the Foundation Subjects adapted to our context. This curriculum gives the teacher freedom to make alterations when necessary whilst at the same time establishes standards and norms of learning and teaching.

Learning in Key Stage 1 and 2 is through the medium of English. Teachers are encouraged to use cross curricular studies in their teaching as well as expose the pupils to creative activities. Additional languages will be learnt.

DIGITAL LEARNING

Digital learning is an important part of the primary programme. At Abuja Prep, we strive to stay updated and believe in continuous improvement in all aspects, especially with regard to the latest trends in education and technology. We now have the latest Interactive Flat Screen board in school.



Pupils from Year 3 to Year 6 are expected to have a Tablet. While any tablet can be used it is recommended that pupils buy tablets that have an android-type system. Teachers at the school are equipped with **Samsung Tab-A** tablets and we recommend that these be purchased for the children. iPads can be brought to school and used in the classroom but these are expensive and not as adaptable to our system.

TEACHING METHODS

The prevalent teaching is based on the Constructivist theories of modern education practice. Teachers are expected to acquaint themselves with the social learning practices of education as well as the need to differentiate in the classroom.

It is important that before preparing a programme of learning, teachers should understand the developmental and social needs of their pupils. The school does not value teacher-fronted passive learning. Teachers should facilitate learning rather than give information. Pupils should be active and independent in their learning. They should become **knowledge-able** as opposed to **knowledgeable**.

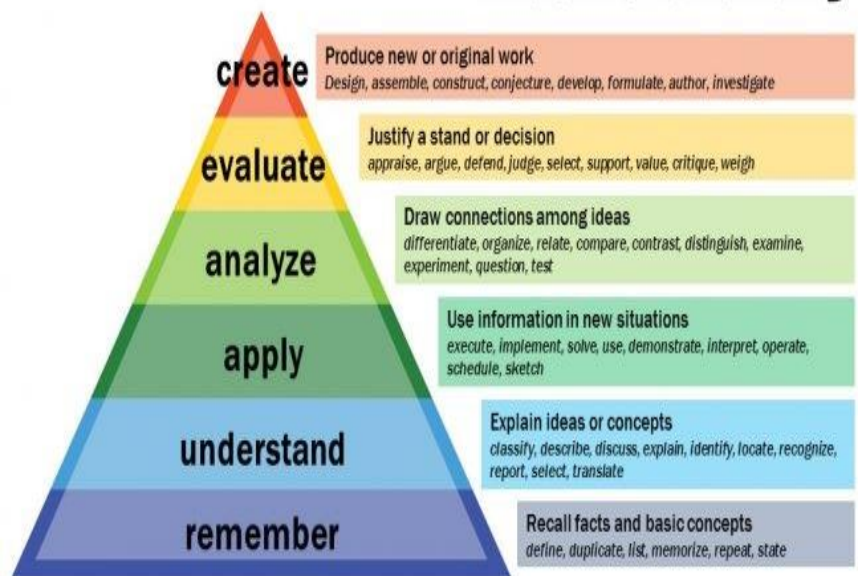
This method guides learning and creative thinking and provides the opportunity to develop lasting habits of learning. It involves asking questions about the world around us and what it entails, and finding the answers to those questions.

- This implies that the pupils are actively responsible for their own learning. The teacher’s role increasingly becomes that of facilitator. A passive model of pupil learning is not valued.
- It also implies that the pupils are able to develop and demonstrate their abilities in a variety of ways. The inquiry-based teaching method requires the pupils to pursue the answers but the way in which the answer is sought is open. Pupils may apply a variety of methods and means.
- Assessment methods are not merely based on the right or wrong answer or a body of knowledge, but rather on the growing abilities of the pupils to formulate hypotheses, design, experiment and analyse the results.
- Teaching should be integrated across the curriculum. This implies the value not only of knowledge but equally importantly skills and values.
- The acquisition of skills, values, concepts and knowledge is a social learning process. No child learns in isolation but with his or her peers and from competent facilitators such as teachers, parents and other competent people. An additional benefit of this method is the development of good communication skills, facilitated by the frequent exchange of ideas, interactions with each other and the sharing of the findings and the answers. *(The ideas of the education philosophers Dewey, Vygotsky et al as well as Bloom’s Taxonomy are important)*

Subjects taught in Key Stage 1 and 2 (Years 1-6) are:

- English
- mathematics
- science
- computing- Information and Communication Technology (ICT) / Digital Learning
- design and Technology
- history
- geography

Bloom’s Taxonomy



SCHOOL DAY

Timing

EYFS: 7:30am (8:00am registration) to 1:30pm (The children will receive snacks and meals in their classrooms)

On Fridays, school closes at 12:45pm

Playgroup, Nursery and Reception pupils will receive a mid-morning snack and lunch only. The mid-afternoon snack is reserved for the Primary School pupils and those who are in the after-school club.

Year 1 to Year 6: 7:30am (8:00am start) to 3:45pm (Morning Break 9:30am to 10am, Lunch break 12:00pm to 12:45pm, Afternoon break 1:45pm to 2:15pm School closes at 4:00pm.

On Fridays, school closes at 1:00pm after house assemblies

At the end of every term school closes at 11:00am

SCHOOL HOUSE SYSTEM

School Houses are a way for pupils to meet and they develop fun, pride and community cohesion. Throughout the year, there is a wide variety of opportunities for pupils to gain house points and compete in academic, sporting, cultural and fun activities as well as acknowledging the best house at key events and at the end of the year prize giving ceremony.



Our Abuja Prep school houses are named after birds of prey. Each symbolise the following qualities: perseverance, strength, teamwork and grace.



The school has four houses. These are Ravens, Hawks, Falcons and Eagles. Pupils will be allocated houses when they arrive at school. Siblings will always be put into the same house. Apart from inter-house competitions, pupils can score points in their daily classwork which will go towards the House Cup which is awarded at the Prize Giving at the end of the year.



A weekly tally is announced at the Friday's assembly. Each week Captain Cuddles the teddy will wear the colour of the winning house. So, children, try to get as many house points as they can so that Captain Cuddles wears their house colour.

During the year every class will present an assembly and parents will be invited to attend.

HEALTH, SAFETY AND ENVIRONMENT

Health and Safety is a main priority at the school. We aim to ensure this process is in place for all students, staff and visitors. The school complies with the polices, rules and regulations in accordance with local Health & Safety laws.

Gates

All gates are kept locked during school hours and after hours. Entry and exit is through guarded gates.

Collection of children from school

Parents are asked to provide a list of persons who may collect their child from school.



the

You will be asked to supply your details and those of people who collect your children (a Passport size photo is necessary) and this will be on file. If there are changes, please notify us, preferably in writing. Children will not be allowed to go home with friends unless the school has been informed by parent/guardian. A security card will be given to you and duplicates will be given to your driver. Please make sure that you show the teacher on duty the security card when you collect your child.

Children must be collected from the foyer and may only be released by the teacher or the teacher assistant.



COMMUNICATION AND FEEDBACK

Abuja Preparatory School prides itself in fairness and the ability to provide various communication tools (*ClassDojo, email, text, phone calls, Pupil Council, Headmaster's open-door policy etc.*) for our pupils, parents and staff.

According to one study, the best and most effective form of communication is face-to-face, as it helps toward:

- better understanding
- effective information transfer
- clarifying miscommunications
- team building and building trust

SCHOOL'S PHONE NUMBERS

We have excellent communication channels e.g. school numbers, Suggestion Box, ClassDojo, emails or just a note in your child's bag. The school numbers are available from 7:00am. There is a new number available with, our CSO (Chief Security Officer) in case parents want to alert us of any Security issues.

These are the numbers:

- ***For booking appointments, sending messages to teachers or any other inquiry: 092 917 743***
- ***Admission and general inquiries: 0809 755 7498***
- ***For Security alerts to CSO: 08171772665***
- ***For fee or payment inquiries to School's Bursar: 092 917 743***



We would like to politely request our parents not to call staff members on their private numbers. We will not be catering to messages or calls received on staff members' private numbers. Whilst staff members are fully focused on children's teaching, they are allowed to keep their phone on silent mode in case of any family emergency. They, like all of us, need rest and family time after work and weekends to get refreshed in order to give their 100% to their pupils.

NEWSLETTER (BLOSSOMS)

A regular newsletter will be sent to the parents. This is called "**Blossoms**". This contains items of interest, school news and a diary of upcoming events. This will be sent to your email address. If you do not receive it, please inform the school.

CSR (PARENTS CAN PROMOTE THEIR BUSINESS)

As our community service and CSR, we will be happy to advertise your business in our weekly newsletter Blossoms. If you would like us to do this, please email a soft copy of your flyer to relationsmanager@abujaprep.com. Please note that it is subject to approval.



We are happy to announce the availability of an added important **Suggestion Box** now available in the Admin block. It is considered installation an organisation can have. It also offers its users the anonymity; ensuring that the message rather than the messenger is for it being transparent is to send the message across that it is not just for show (and in no way meant to become a birdhouse).



tool. There is a the most democratic benefit of pursued. The reason checked regularly

The Suggestion Box is for ✓	The Suggestion Box is not for ✗
<ul style="list-style-type: none"> • Suggestions • Feedback • Innovative ideas 	<ul style="list-style-type: none"> • Complaints • Messages concerning pupils, parents or staff • Making appointments • Birds to nest

Please be aware that there is a separate Complaints Policy available for you to express your concerns. The Suggestion Box is for obtaining your feedback, innovations and suggestions in order to help us to improve our services. We request our pupils, parents and staff to fully understand the use of the Suggestion Box.

THURSDAY TREATS

Our wonderful Thursday Treats are becoming very popular. Our pupils, parents and carers are always happy to stop for a minute to enjoy the music. Music is the only activity that engages the entire human brain at once and we are happy to provide a few minutes of joy to our community every Thursday.



COMMUNICATING WITH THE TEACHER

It is quicker and easier. All classes communicate through ClassDojo and emails. Parents **MUST** check their messages and their child’s homework assignment (especially with younger children). This is sent via the digital messenger. Parents are able to communicate individually and privately with the teacher if there are any matters of concern. Digital communication means that you are assured of access to the teacher and are able to get a quick reply. The teachers will explain the protocols to you at the Parent’s Information Meeting during the first term.

PARENT TEACHER INTERVIEWS

Once or twice during every term, the parents will be invited to school to visit the school and the teachers and discuss issues regarding their children's education. Teachers will be able to show parents their child's work.

The decisions made during the parents' evening will be noted.

Parent-Teacher conferences are usually held after the assessment periods. Parents should also contact the teacher independently of the scheduled conferences to find out how their child is coping with the Year. Teachers may likewise contact parents to request a conference with regard to the child's progress or any concerns the teacher may have.

PARENTS WORKSHOP

To keep our parents informed about the latest trends in education, we present a Friday morning seminar at least once a term

Protocols when visiting the school

Parents may find it necessary to visit the school during school times. The following are the correct protocols when this happens:-

23.1 Visiting teachers

This is a school where parents are welcome to visit the teachers provided the teacher has advance warning so please phone the Headmasters PA in advance to see if the teacher is available. Parents are expected to first report to the secretary who will inform the teacher. Parents will wait in the reception area until the respective teacher collects them for the interview or visit.

Apart from the first day of each term or any other special day, please do not go straight to the classroom for any reason.

23.2 Visiting the Head of Department

Parents who wish to see the Head of Department should either send a Dojo/Email message or make an appointment at the reception.

23.3 Visiting the Headmaster

Parents who wish to see the Headmaster should make an appointment with his PA.

23.4 Arrival at school

Teachers will be in their classrooms from 7:30am. Children wait outside the classrooms until they are invited in by the teachers. Parents are requested to ensure that their children are at school by 8:00am. Late-comers disrupt the programme which is unfair to those who are on time.

23.5 Arriving late for school



There are always times when things happen that make us late for an appointment. This is just one of those things that happen in life. The courteous thing to do would be to phone ahead and explain that you are late and what your expected time of arrival would be.

Our school starts at 8:00am in the morning. We allow children in the classrooms from 7:30am. Our teaching staff has to be at school by 7:20am. First thing in the morning is an important learning and settling in time for the children. Teachers need to be engaged with the pupils. When children arrive late it disrupts the class. I am sure as a parent you would object to your child's learning being continually interrupted by others.

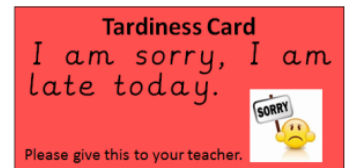
An appeal is made to all parents to make arrangement to have their children at school before 8:00am in the morning. If you are aware of traffic issues, please arrange to leave home a little earlier.

What to do if you are unexpectedly held up:

- Phone the school and explain the problem
- Send a ClassDojo message to the teacher
- The teacher will be informed and will be prepared to receive your child with minimum disruption
- Please bring your child in and hand him or her over to the Headmaster's PA.

To make sure all children get to their lessons despite being late, the following is the procedure:

- If a child is late he/she will go to the Admin Office.
- He/she will receive a Tardiness Card, which he/she will give to the teacher.
- The Admin office will be monitoring the lateness record.



It is a parent's responsibility to ensure their children arrive at school on time. Lateness can disrupt the learning of others and can result in a pupil feeling greater stress and achieving poorer outcomes.

We therefore urge you to please make sure your children arrive to school on time in order to avoid missing the crucial introduction of their important lessons. We are also grateful to those parents who do ensure that their children always arrive on time.

SCHOOL UNIFORM

Pupils at Abuja Prep are required to take pride in their appearance and be smartly dressed at all times. Unless there is a special occasion, pupils are required to wear the FULL Abuja Preparatory School uniform to school.



	Boys	Girls
Main Uniform	<p><i>Nursery and Reception</i></p> <p>Abuja Prep School grey shorts</p> <p>Abuja Prep polo shirt</p> <p>Abuja Prep maroon pullover</p> <p>Long grey socks</p> <p>Plain black sensible shoes (no logo) no canvas shoes, no trainer style shoes.</p> <p><i>Key Stage 1 and 2</i></p> <p>Abuja Prep School grey shorts</p> <p>Abuja Prep white shirt</p> <p>Abuja Prep maroon pullover</p> <p>Long grey socks</p> <p>Plain black sensible shoes (no logo) no canvas shoes, no trainer style shoes.</p>	<p><i>Nursery and Reception</i></p> <p>Abuja Prep Gingham dress</p> <p>White socks or tights</p> <p>Plain black sensible shoes (no logo) no canvas shoes, no trainer style shoes.</p> <p><i>Key Stage 1 and 2</i></p> <p>Abuja Prep School grey skirt</p> <p>Abuja Prep white blouse</p> <p>Abuja Prep Maroon cardigan</p> <p>White socks or tights</p> <p>Plain black sensible shoes (no logo) no canvas shoes, no trainer style shoes.</p> <p>A white hijab may be worn by our Muslim pupils – This is optional</p>
Physical Education	<p>Abuja Prep maroon shorts and house T-shirt. (Up until houses have been formed a white T-shirt is acceptable)</p> <p>Preferably White trainers but coloured are acceptable (football boots and studded trainers are not accepted)</p>	<p>Abuja Prep maroon shorts and house T-shirt. (Up until houses have been formed a white T-shirt is acceptable)</p> <p>Preferably White trainers but coloured are acceptable (football boots and studded trainers are not accepted)</p>

Pupils who wear items that contravene our school uniform will be required to remove the offending item or may be sent home to change. The Headmaster has the final say regarding the appropriateness of clothing.

- *Art Clothes*

Art is an important part of the school curriculum. While the art classes have aprons, parents may be requested to send an apron or better still, one of Dad's old shirts to school, so that clothes are not spoilt by paint or any other art material.



- *Hair*

All pupils hair should be neat and tidy and should not be in a style that hinder their learning (e.g. covers their eyes) or draws undue attention to the child. The Headmaster has the final say on appropriate hairstyles and if deemed inappropriate, pupils will be required to change the style. Under no circumstances will hair extensions or dyed hair be permitted.

- *Jewellery*

No items of jewellery are permitted with the exception of watches and small studded ear rings for girls.

- *Special occasions*

On special occasions throughout the year the children may be required to come to school in clothes other than their school uniforms, such as traditional dress.

- *Physical Education Kit*

This must be brought to school on Mondays and remain until Friday. Swimming costumes must be brought to school on swimming days. Children without the correct clothing for sports lessons may be excluded from activities.



- *Name Tags on clothes*

Parents must be responsible for ensuring all items of clothing brought to school are correctly marked. All names must be legible.

BREAKFAST, LUNCH AND SNACKS

Our school supplies snack and lunch for all children during the school day. We have taken care to provide a healthy, balanced diet for the pupils. A mid-morning snack, lunch and an afternoon snack is supplied for all Primary School pupils. The Pre-preparatory pupils will receive a mid-morning snack and lunch.

We encourage a healthy eating policy and consequently do not permit chocolate, sweets, energy drinks (Boost, Powerade, Gatorade) or fizzy drinks (coke, Pepsi, Sprite, 7-Up et al) in school. We believe that the consequences of sugar and preservative overloads should rather be experienced at home!

Nuts (including peanut butter and nut bases muesli/snack bars) are not allowed in school, as we have a number of pupils with severe allergies.

- We do not permit pork products in our school.



Aunty Nurse says...

We would like to remind our parents that our school is a nut free zone. Nut allergy is one of the most recognised severe food allergies. It can cause itchiness, hives, swelling, eczema, sneezing, asthma, abdominal pain, drop in blood pressure, diarrhoea, cardiac arrest, anaphylactic shock and can lead to death. When you send cakes or any other food items with your child, please make sure it does not have nuts. Thank you.



CAREER COUNSELLING AND LEADERSHIP



We have career counselling and motivating initiative PREP Talk. This entails inviting role models (*like entrepreneurs, businesspersons, scientists, doctors, pilots, position holders, IT experts, artists, celebrities, authors, professionals etc*) to



inspire our Year 6 pupils.

There are incentives and rewards for pupils at Abuja prep, including:

- In class and across the school leadership opportunities
- Student Council Meetings
- Performing Arts
- Drama
- Music
- Inter-house Competitions
- Class assemblies
- Celebration assemblies
- End of Year prize awards
- House points system



- Swimming Competency Awards
- Communication to parents (e.g. phone calls, emails and Class Dojo)
- Students being acknowledged in recognition for an outstanding in personal progress



STATIONERY

The school will supply exercise books, art stationery and equipment and certain other specialist materials. Parents may be requested to buy certain additional items as the year progresses. This will be communicated to you in newsletters from the class teacher.

SCHOOL BAG

Parents are asked to give their children a sturdy backpack so that they can carry their books and equipment to and from school.

HOMEWORK

From Year 1 to Year 6 all children will be given homework. Teachers will explain their expectations at the **“Meet the teachers”** evening at the beginning of the year.

ATTENDANCE

Regular attendance and punctuality are a pre-requisite for pupil achievement and a vital preparation for adult life. Absence is monitored carefully and all unexplained absences are followed up.

Parents should not automatically expect that leave will be permitted by the school. The leadership team of the school will carefully consider a parent’s request, and take into account the child’s current educational needs and attendance record.

If a child is absent for any reason, parents should email/ Dojo message their child’s class teacher before the start of school or telephone the reception.



EDUCATIONAL VISITS OUTSIDE THE SCHOOL

Educational trips outside the school grounds enhance the curriculum and connect our children with real life contextualised learning. All field trips are purposeful, cost effective and planned.

Safety is always at the heart of any trip along with well-prepared plans and pre visit health and safety checks.. Parents are given consent forms to sign to give permission for their child to attend the field trip.



ASSESSMENTS

Assessment for Learning (AFL) and Differentiated Learning

Assessment is only purposeful when it guides future learning. On a daily basis, pupils are reviewing past and present learning whilst also looking at future learning so that they are continually creating links to their progress and attainment. Individual learning goals are shared with parents once a term and reviewed frequently in class. Termly reports of progress and attainment are distributed to parents.

There are essentially two forms of assessment which most school use as part of the education process. These are:

Formative Assessment – This informs the teachers’ planning and gives them an understanding of their children’s levels of understanding for future teaching and learning.

Summative Assessment – This informs the child and parent of what has been achieved over a certain period of time. End of Term Assessments and End of Year Cambridge Assessments are written for pupils from Year 3 to Year 6.

Planning to meet pupil needs

Once the needs of the pupils have been identified, our staff develop curriculum plans to track pupils’ progress at a pace so that they are at/above expected attainment. Across all subjects, learning is differentiated to meet the needs of the learner.

Teachers plan collaboratively so that there is consistency across year levels and Key Stages.

Frequent Monitoring and Pupil Recognition

Pupil achievement and behaviour can soar towards excellence through frequent monitoring of their progress and positive feedback and recognition. It is not only goal orientation but also result orientation that helps monitor the pupils’ progress.

Other Forms of Assessments

Education is far more than the content of a curriculum and children are continuously assessed in terms of their emotional and social behaviour. Pupils can be tested by:

Encouraging them to take responsibility for their classrooms

Encouraging them to help the staff with various chores around the school

Involving the them in Social Activities and Projects

Encouraging them to take on leadership activities

Pupils' Progress Reports

Parents will be handed out at least once a term. It is school policy that reports are sent home on the last day of each term.

ANTI-BULLYING GUIDANCE

At Abuja Preparatory School, we operate a zero tolerance for any form of bullying. We ensure that pupils are aware which member of staff they can speak to. This could be a class teacher or any member of staff in whom they have confidence in.

Should a case of bullying arise, the class teacher will be the initial contact and upon investigation other senior members of the leadership team, may support in resolving the issues.

(Please see the document 'Who will listen to me' in Appendix

EXPECTATIONS FOR PUPILS LEARNING AND BEHAVIOUR

Teachers plan rules and procedures before the school year begins. Teachers set *high standards for learning* and let pupils know they are all expected to meet them. Standards are set so they are both challenging and attainable. A list of expectations and class rules (both academically and behavioural) is issued and discussed by the teacher in each class during the first days of school.

SUGGESTED NUMBER OF HOURS FOR CHILDREN TO SLEEP AT NIGHT

how much sleep is enough for your child?	
Some kids may be wired to operate on a little less sleep than others, but the National Sleep Foundation suggests these guidelines:	
WHEN KIDS ARE ...	THEY NEED ...
up to 2 months	10.5 to 18 hours
3 to 12 months	9.5 to 14 hours
1 to 3 years	12 to 14 hours
3 to 5 years	11 to 13 hours
5 to 12 years	10 to 11 hours

One of the most important gifts we can offer young children is a positive view of themselves. Without this gift, they will flounder throughout life and be constantly seeking reassurance from others, as they cannot see it from within.

'Young children's personal, social and emotional development'. By M Dowling

Who Will Listen to Me

SOME OF THE THINGS THAT MIGHT BE WORRYING YOU THAT YOU FEEL YOU CAN NOT MANAGE ALONE

An older child has treated you badly

You are being bullied / given a hard time / someone is making fun of you

You feel you have been treated in a way which you feel is unfair by a member of staff

You think you are being picked on / left out of things on purpose

A friend has told you something that makes you worry about him / her

Someone has

- asked you to do something in secret that you feel unhappy about
- asked you to do something else which you felt was wrong or made you feel uncomfortable
- taken some of your property

You are unhappy about something at home

You are having problems with your work

You are not feeling well

WHO TO TURN TO:

In School:

- A Student Council Member
- A friend
- Your Class Teacher
- A Teacher
- Relations Manager
- The School Nurse
- Coordinators
- Head of Department
- The Headmaster

Out of school:

- Your parents
- A relative
- A friend
- Your brother
- Your sister

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+234 (0) 809 755 7498

WHO WILL LISTEN TO ME?



Abuja Preparatory School

If you need to speak with someone because you have a problem or a worry that you cannot manage on your own, please remember that **Abuja Prep** is a **listening, caring** community and we want to help you feel happy again.

WHAT TO DO:

Talk to

- A close friend
- An older pupil you respect and trust
- A Student Council member
- A friend
- Your Class Teacher
- A Teacher
- Relations Manager
- The School Nurse
- Coordinators
- Head of Department
- The Headmaster

Talking to someone will usually solve your problem.

If you choose to speak with an adult, you are welcome to bring a friend with you to support you.

IF YOU ARE STILL WORRIED AND FEEL YOU NEED MORE HELP:

- Speak to any other member of staff or adult that you can trust. This could be the same person that you spoke to before or someone different.
- The person WILL LISTEN
- You will be asked to talk through the problem.
- You will be given some suggestions to try.
- You will then need to decide which suggestions to follow.
- You will be asked to come back to say if things are better.
- If you are still unhappy you may make a formal statement. This means that you write down on your own, or with someone to help you, what has happened, or what is worrying you.
- Take your statement to a member of Staff or the Headmaster or any person listed in this leaflet, saying that you want more help.

Often a problem is one that you do not wish to share with more than one person. We will keep your confidence where we can but, in some circumstances, it may be necessary to tell someone else in order to help you. **ONLY** the people who **NEED** to know will be told. This will be explained to you at the time.

If you feel you cannot talk to someone, then write a letter. You can seal your letter in an envelope, put the person's name on the front that you want it to go and give it to the Relations Manager in the School Office to pass on for you.



SUMMARY OF THE DATES FOR 2018 - 2019

	TERM 1	TERM 2	TERM 3
Teachers return	27 th August (Monday)	7 th January (Monday)	29 th April (Monday)
School Opens	3 rd September (Monday)	8 th January (Tuesday)	29 th April (Monday)
Mid-term break	22 nd – 26 th October	18 th – 22 nd Feb	3 rd – 7 th June
School Closes	14 th December (Friday)	12 th April (Friday)	2 nd July (Friday)