



BRIGHTON COLLEGE  
VIETNAM



# SENIOR SCHOOL PARENT HANDBOOK 2023-2024

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# 01 INTRODUCTION

## 1.1 LETTER FROM THE HEAD MASTER



“If you were to ask current parents why they chose Brighton College for their son or daughter, they would tell you that the children here are cheerful, balanced, at ease with themselves and each other - yet excited and enthused by the challenges before them. They might add that Brighton College succeeds in combining academic excellence with a wealth of co-curricular opportunities, all underpinned by a deep commitment to the individual needs and enthusiasms of each child.

As Head Master, I believe passionately in the importance of the individual. Every child at Brighton College is valued for his or her own sake, encouraged to develop his or her talents to the full in a community where there are no stereotypes and where every achievement, however small, is noticed.”

**Matthew Bartlett**  
Head Master

## 1.2 SCHOOL AIMS

Brighton College seeks to impart or provide

- A love of learning for its own sake;
- A foundation of knowledge and body of skills with which to understand and question the world we live in and to prepare us, through an innovative approach to education, for the world we are likely to inhabit in the future;
- An enthusiasm for the world beyond the classroom - in particular, sport, music and the performing arts;
- A respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally;
- An awareness of the needs of others, and a strong belief that – whatever our age – we can make a difference locally and globally now.

In short, we strive to turn out well-educated, tolerant, and intellectually curious young adults who are ready to take a full, active and positive role in the world.

## 1.3 SCHOOL PHILOSOPHY

At Brighton College Vietnam, we believe education is an active and collaborative process that emphasises hands-on learning experiences that are meaningful and applicable to real-world challenges. We believe that every pupil has unique talents and strengths which can be developed through a personalised learning approach. We empower our pupils to take ownership of their learning and to cultivate critical thinking skills, creativity, intellectual curiosity and a sense of agency. We are committed to diversity and inclusivity, ensuring that every pupil feels both valued and supported, and that every voice is heard through being part of a distinctive school community. In preparing our pupils to make meaningful contributions to their own communities and to the world, we demonstrate that education is a lifelong process of discovery, innovation and adaptation.

## 1.4 SCHOOL CORE VALUES

We know that young people who are happy are young people who thrive. And we believe that the best way of achieving a happy community is to ensure that everyone feels valued for who they are. We want our pupils to be first-class versions of themselves, not second-class versions of someone else, and we place great emphasis on tolerance and mutual respect. Brighton College Vietnam is guided by a set of values which ensures our pupils' well-being:

### *Curiosity*

- Delivering a broad, challenging and innovative curriculum which encourages curiosity and enquiry.
- Developing a foundation of knowledge and body of skills to understand and question the world in which we live.

### *Confidence*

- Providing opportunities for children to build and maintain positive relationships and develop the necessary skills to contribute to the community in a meaningful way.
- Imparting an enthusiasm for the world beyond the classroom, particularly sports, music and the performing arts.

### *Kindness*

- Respecting differences in others and recognising that the efforts and achievements of every individual in our community are valued equally.
- Making a positive difference in the world.

## 1.5 THE PURPOSE OF THIS HANDBOOK

This handbook provides a comprehensive understanding of Brighton College Vietnam's policies and procedures. It serves as a valuable resource that promotes effective communication, clarifies expectations, and establishes a strong partnership between parents and the school, fostering a supportive and enriching environment for pupils' development and well-being.

As parents you may have a wish to keep abreast of policies and procedures in the school. Whilst this handbook has most of the everyday procedures laid out in summary form, please contact your child's tutor in the first instance if you would like to know more.

If you have questions about anything contained in the following pages, please contact the school to arrange to meet with someone. It is a very exciting, stimulating and, above all, happy place!

Finally, please note that this handbook is intended as a guide for parents and is updated at least annually. It does not form a part of the school's contract with parents.

## 1.6 EQUAL OPPORTUNITIES

We believe that every person has the same rights and is entitled to the same opportunities, regardless of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.

Brighton College does not discriminate on the grounds of gender, disability, age, sexual orientation, marital status or racial, ethnic or national origin.

We expect everyone involved throughout the schools of Brighton College to:

1. Respect and promote equal opportunities for all people
2. Encourage harmony and understanding in society
3. recognise and oppose all forms of prejudice and discrimination
4. Remove both outward and hidden discrimination
5. Enable differences to become positive and enriching attributes
6. Develop each person's skills to the highest possible level
7. Promote an environment where all can share equally in the opportunities offered
8. Help pupils to learn acceptance and tolerance
9. Enable pupils to communicate confidently without fear or prejudice

Any member of the school (staff or pupil) who is found to discriminate or favour any other based on any group that they may be perceived to belong to may be disciplined for their actions.

## 1.7 PRIVACY NOTE

While your child is at the school they will be taking part in many events and it is usual that photographs and videos of these occasions will be taken. We may use photographs or videos of your child for the College's website and social media sites or prospectus to show prospective pupils what we do here and to advertise the College. Sometimes we use photographs and videos for teaching purposes, for example, to record a drama lesson. We publish our sports fixtures and other news on the website and put articles and photographs in the local news to tell people about what we have been doing.

## 1.8 KEY CONTACTS

### Senior School

Lot B2-CS01  
Vinhomes Ocean Park Urban Area  
Da Ton, Gia Lam, Hanoi, Vietnam

### Senior School Office

Please call/email to Senior School Office for customer care and admissions  
Telephone **1800 6010**  
Email: [Support@brightoncollege.edu.vn](mailto:Support@brightoncollege.edu.vn)

# 02 STAFF

## 2.1 SENIOR LEADERSHIP TEAM



**Mr Bartlett**

Head Master of BCVN  
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**Mr Green**

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**Mrs Pinchess**

Head of Prep School  
Deputy Designated  
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**Mrs Clarke**

Deputy Head of Prep School  
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Designated Safeguarding Lead  
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## 2.2 SENIOR SCHOOL TEACHERS



**Mrs Whitehead**  
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**Ms Huang**  
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**Ms Ly**  
Teacher of Vietnamese  
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## 2.3 PREP SCHOOL TEACHERS

<b>Mr Terris</b>	Teacher of Year 1
<b>Ms Brosnan</b>	Teacher of Year 2
<b>Ms Bowen</b>	Teacher of Year 2
<b>Mr Richards</b>	Teacher of Year 3
<b>Ms Cullinan-Hughes</b>	Teacher of Year 4
<b>Ms Rogers</b>	Teacher of Year 5
<b>Ms Murkin</b>	Teacher of Year 6

## 2.4 ACADEMIC SUPPORT STAFF



**Mr Son**

Music & Drama Technician  
sonnbt2@brightoncollege.edu.vn



**Ms Ngoc**

Science Technician  
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**Miss Hang**

Librarian  
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## 2.5 ALL OTHER SENIOR SCHOOL NON-TEACHING STAFF



**Ms Huong**

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**Ms Duong**

Pastoral Care Officer  
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**Mr Quynh**

School Psychologist  
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**Ms Toai**

School Nurse  
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**Ms Mai Anh**

Head Master's PA  
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**Ms Thu**

Customer Care Officer  
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## 2.6 SUPPORTING YOUR CHILD: TUTORS, PASTORAL CARE AND HOUSES

We are very proud of the pastoral care given to all pupils at Brighton College, and this hinges on the excellent working relationships established between teachers and pupils. At the heart of this pastoral provision are the Houses, and the tutor team.

The tutors deliver pastoral care through tutor time. This involves developing excellent relationships with pupils and their families, dealing with day-to-day concerns, and overseeing academic matters. In addition, tutors keep records, liaise with the senior leadership team over more serious matters and discuss pupils' progress at regular intervals throughout the year.

Pupils are allocated to one of our four Houses when they join the school. The Houses are named after four of the Houses in Brighton College UK. These four Houses are also used in every Brighton College international school, meaning that your child is joining a community with hundreds of other pupils across the world!



Pupils will be encouraged to represent their House in a wide variety of hotly contested competitions, including, amongst other things: chess, debating, drama, music and sports competitions. They will also have access to a House Common Room. The Houses are small communities within the school community and are places where each individual can know others (in every year group) and be known. Buddies for new pupils, peer mentors and Prefects all play vital roles in ensuring that every pupil is looked after in the House and that the Houses remain open, tolerant and outward-looking.

The Houses also play a significant role in the charitable and voluntary work of the school, to support many local charities and causes with whom the pupils have established strong links. It is a central part of our expectations of all pupils that they will gain a strong awareness of the needs of others, through helping, volunteering and visiting speakers, and – crucially – that they will also gain a firm belief that they need not wait until they are older before being able to make a difference to the society and the world around them.

### School Psychologist

BCVN is fortunate to have the full-time services of a psychologist who is available to support any pupils in need. This professional offers screening, counselling, and referral services. Pupils can self-refer through a teacher, and parents can also request their assistance for younger pupils.

### Learning Support

If you realise that your child is experiencing, exhibiting, or talking about any learning difficulties, please contact your child's tutor or a member of the School Leadership Team. Early detection and action are crucial for timely and effective support, and ignoring or avoiding clear signs can be detrimental to a pupil's psycho-physiology and mental health.

### Health Centre

The school has an outstanding Health Centre staffed by two fully qualified nurses to offer first aid to pupils and staff. Parents should notify the school in writing of any health problems, allergies, epilepsy or additional needs. This allows us to fully support your child in every aspect of their development and well being.

If a pupil feels unwell, they will be taken to the Health Centre for examination and treatment and if necessary you may be called to pick up your child. In the case of a sudden illness or needing medical treatment our team may accompany your child to hospital until you are able to attend.

Please be aware that Brighton College Vietnam maintains a smoke-free environment. No smoking (including the use of vapes and e-cigarettes) is permitted anywhere on our campus.

### Safeguarding

All teaching and support staff are trained regularly in safeguarding procedures and are familiar with the procedures to be followed in the event of an actual or alleged case of abuse. Our Safeguarding team are:

Mrs Francesca Clarke (Designated Safeguarding Lead): [fabclarke@brightoncollege.edu.vn](mailto:fabclarke@brightoncollege.edu.vn)

Mrs Katy Pinchess (Deputy Designated Safeguarding Lead): [kepinchess@brightoncollege.edu.vn](mailto:kepinchess@brightoncollege.edu.vn)

They can be contacted at any time in the event of concerns or matters relating to the well being of any of our pupils or staff members



# 03 GENERAL INFORMATION

## 3.1 SCHOOL CALENDAR

The official term dates for each school year are published on the BCVN website for pupils and parents' reference.

## 3.2 TIMETABLE

A school day starts at 8.25am and ends at 4.00pm. Pupils should be at school by 8:20 (5 minutes before class) at the latest.

The school day at BCVN includes 7 periods, each of which lasts 40 minutes. Pupils attend school from Monday to Friday (except for makeup lessons or special occasions, if any). Students spend the first 30 minutes of each day for tutor activities or Relationship Sex and Health Education (RSHE) or assemblies.

The pupils' specific timetable will be issued at the start of the year.

Time	Period	Monday to Thursday	Friday
08:25 - 08:45		Tutor Time/ Assembly	Tutor Time/ Assembly
08:45 - 09:25	1	Lesson 1	Lesson 1
09:25 - 09:30		Moving Time	Moving Time
09:30 - 10:10	2	Lesson 2	Lesson 2
10:10 - 10:30		Break	Break
10:30 - 11:10	3	Lesson 3	Lesson 3
11:10 - 11:15		Moving Time	Moving Time
11:15 - 11:55	4	Lesson 4	Lesson 4
11:55 - 12:00		Moving Time	Moving Time
12:00 - 12:40	5	Lesson 5	Lesson 5
12:40 - 13:40		Lunch	Lunch
13:40 - 14:20	6	Lesson 6	Lesson 6
14:20 - 14:25		Moving Time	Moving Time
14:25 - 15:05	7	Lesson 7	Lesson 7
15:05 - 15:10		Moving Time	Moving Time
15:10 - 16:00		CCA	No activity

All pupils have timetabled Games and PE lessons.

Taking part in activities is compulsory, but there will be a range of options each day.

### 3.3. ARRIVAL AND DEPARTURE

There are a number of bus routes to bring pupils to school. Full school uniform should be worn when travelling to and from school, and pupils are expected to behave appropriately - any behaviour will be deemed to be typical of Brighton College by members of the public. If cycling to school, a helmet must be worn and permission given by parents to the tutor. No pupil may travel to school by motorbike. Bikes should be locked safely on campus in the designated area. If a pupil is unwell or has a medical appointment, parents/guardians should complete the 'absence form' on the Portal, which will notify Reception and your child's tutor.

If pupils arrive after 8.25am (or are required to leave campus for any reason during the school day, to go to the dentist for example), they must enter (or exit) school through the main front Prep entrance, signing in (or out) at Reception before going to lessons. The school buses depart at 4.15pm each day (except Friday when this is 3.15pm). All pupils are expected to attend CCAs as part of the academic provision of the school.

### 3.4. EVENTS, FESTIVALS AND HOLIDAYS

The school regularly organises events and festivals throughout the school year, during which pupils play a leading role in preparation and organisation, under teachers' guidance. Details about school events, festivals, and special occasions will be notified through emails to parents.

### 3.5. WEEKENDS

The school is not open on weekends (Saturday and Sunday), except for makeup lessons (if any) and events/activities that are announced beforehand.

### 3.6. LUNCH AND CATERING

Lunch is currently served in the Prep School dining room from 12.30pm for Senior School Pupils. Lunch is an extra cost for all pupils and must be chosen in advance from the options available. In addition to lunch, there is a breakfast service from 8.00am, and pupils can go to the Café on the 1st Floor for refreshments at other times. We offer a cashless payment system and menus for our catering are updated on our parent portal. Our Chef is proud to offer a balanced meal provision utilising the advice of our in-house nutritionist. Please keep your child's tutor informed of any specific dietary requirements or allergies.

### 3.7. OPEN MORNINGS

These events are exceptionally important days for the whole school community. Your son or daughter is expected to be available to attend and assist as required. We also encourage you to invite friends and family who may be considering Brighton College for their children. It's a wonderful opportunity to experience our school environment first-hand and interact with pupils and teachers. Open Morning dates, along with other key dates, are shared at the start of the academic year.

### 3.8. PRIZE GIVING

This is a celebration of the academic year, with prizes awarded to selected pupils, houses and other groups. All Senior School pupils are required to attend. Parents and family members are also very welcome to attend this key event in the school calendar.

### 3.9. SPECIAL EVENTS

Pupils play a leading role in the organisation and preparation of College events throughout the year. Details of all events are published and updated regularly on our portal.

### 3.10. SCHOOL UNIFORM

All Brighton College Vietnam pupils should be dressed smartly and are expected to take pride in their uniform. All teachers are expected to regularly reinforce high standards in the wearing of the school uniform by pupils. The wearing of the Brighton College Vietnam uniform and the general appearance of our pupils is very important. It gives pupils a sense of belonging and promotes a positive learning environment and high expectations. Pupils should understand that they are ambassadors for their school community, both within, and beyond, the school campus.

In wearing their Brighton College Vietnam uniform, we expect all pupils to demonstrate the highest standards of behaviour and kindness in their interactions with both their peers and adults.

Details of our uniform and policy are shared with all parents at the start of each school year and are updated onto our website.

### 3.11. MOBILE PHONES

We do not allow phone use in school for many reasons: they are expensive, likely to get lost or damaged, it is difficult to monitor their use, and they are a distracting influence for all pupils. It is understood, however, that it is useful for pupils to have mobile phones if they are travelling home unaccompanied. Therefore, if a pupil needs a mobile phone in this regard, it must be stored in a locker during the day. At no point should a mobile phone be used on the school site. It may be confiscated if this is the case. Mobile phones may be taken on trips, as long as they are kept turned off, unless permission is given for them to be used to contact parents regarding pick up at the end of the day or to contact home during the evenings on residential trips. The school cannot be held responsible for the loss or damage of any mobile phones on site.

### 3.12. GIFTS

On holidays and Lunar New Year teachers and staff are not permitted to accept money or gifts from parents under any circumstances, with the exception of cards and souvenirs made by pupils. We are proud to work with you in educating your children and our positive relationships are prized.

## 04 SENIOR SCHOOL CURRICULUM

Brighton College Vietnam endeavours to provide a positive and enriching learning environment where every pupil is nurtured through a carefully planned curriculum; where learning inside and outside the classroom is vibrant, challenging, and progressive; where the teaching is creative, engaging and pupil-centred; and where pupils and their teachers have high expectations of themselves as teachers and learners.

Our curriculum reaches every aspect of the core curricular and co-curricular provision and seeks to develop the full range of every pupil's inherent aptitudes – linguistic and logical, personal and social, cultural and physical, moral and spiritual. Classes are designed to meet and go beyond the requirements of the English National Curriculum and take into account the linguistic and cultural backgrounds of all of our pupils.

At BCVN we believe in the concept of lifelong learning and that our curriculum and teaching should be innovative and prepare our young people for the challenges and opportunities the world will hold for them. We maintain that learning should be a fulfilling and enjoyable experience for everyone. Through our teaching, we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

We want pupils to acquire knowledge, skills and understanding progressively. Our lessons have clear aims and purposes, cater appropriately for the ability of the pupils and ensure the full participation of all. The Senior School curriculum is shaped by the philosophy of the IBDP which is taken in Years 12 and 13. This means that we aim to have the broadest of curriculum developing linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative skills. This broad base ensures that languages are part of the curriculum throughout the school, and that we have a policy of pupils taking nine to eleven subjects to IGCSE.



## 4.1. LIST OF SUBJECTS

### Key Stage 3

Subjects		Year 7	Year 8	Year 9
English Language and Literature		x	x	x
Math		x	x	x
Science	Biology	x	x	x
	Chemistry	x	x	x
	Physics	x	x	x
Humanities	Story of Our Land	x	x	
	History			x
	Geography			x
Languages (*)	Vietnamese	Optional	Optional	Optional
	French	Optional	Optional	Optional
	Mandarin (Chinese)	Optional	Optional	Optional
	German (off timetable, only for Year 9)			Optional
PE		x	x	x
Moral, Social and Cultural Studies		x	x	x
Relationships, Sex and Health Education		x	x	x
Design Technology		x	x	Optional (**)
Computer Science		x	x	Optional (**)
Art		x	x	Optional (**)
Music		x	x	Optional (**)
Drama		x	x	Optional (**)
Business and Enterprise				Optional (**)
Entrepreneurship		x	x	
Presentation Skills				x

(\*) Pupils are required to choose at least one language. For Vietnamese citizens, one language must be Vietnamese. For non-Vietnamese citizens, please choose among French, Mandarin, and German.

(\*\*) At Brighton College Vietnam we are committed to providing an individualised curriculum with focus on pupil choice. Therefore, in addition to the core subjects, we introduce an element of subject choice in Year 9 and pupils must choose 4 subjects in provided optional subjects list.

Super Curriculum: BCVN offers a 'Super Curriculum' which is coordinated by a designated colleague. In Years 7 and 8 this takes the form of Entrepreneurship and The Story of Our Land to cover geography, religion, philosophy, and history in an exciting integrated humanities course. In Year 9 we offer a Business and Enterprise option to ensure pupils consolidate the skills they will need to engage in the commercial world as well as preparing them to make informed choices for Year 10 and beyond. Year 9 also sees dedicated time offered for Presentation Skills so that pupils can articulate, argue, present and debate in a variety of fora.



## Key Stage 4

IGCSE Subjects currently offered:

Core Subjects – Compulsory for all pupils:

- English Language and Literature
- Mathematics (including Further Pure Mathematics for most)
- Biology, Chemistry and Physics
- Vietnamese (for Vietnamese citizens)
- RSHE (Relationships, Sex and Health Education)
- The Super Curriculum
- Practical PE

(Subjects in italics are not examined)

Optional Subjects:

Choose four subjects (if Vietnamese is compulsory, choose three subjects)

Creative Arts:

- Art
- Drama
- Music

Humanities/Social Sciences:

- Business
- Geography
- History

Languages:

- French
- German (optional outside the school day)
- Mandarin

Technology and Sports:

- Computer Science
- Design Technology
- Physical Education

What your child should consider when choosing subjects:

- Interest and enjoyment
- Ability and progress
- Sensible combinations (those which are likely to ensure a broad education)

Above all, we recommend that pupils study the subjects that they find interesting and, therefore, will achieve successful outcomes both in exam results and enjoyment. These subjects will likely form the basis of the subjects which the pupils will select to study as part of the International Baccalaureate Diploma Programme offered in Years 12 and 13.

## 4.2. ASSESSMENT, FEEDBACK AND REPORTING

### General Principles

BCVN believes that each pupil is special and unique. Education is a long process, and each pupil has different learning capacities. Therefore, pupils' progress needs to be assessed continuously throughout their learning journey.

Regular assessment and feedback play a vital role in determining pupils' learning goals. The most important purposes of assessments and exams are to identify what pupils know, understand, and are able to do, thereby supporting and motivating them to make appropriate progress in the future.

In Key Stage 3 and 4, to ensure every pupil is making the required progress we will track them at three given points throughout the year. The tracking will give information about whether the pupil has gained mastery of the curriculum at each point. To ascertain their progress in each subject, teachers may, for example, use class tests, assignments, homework and practical assessments.

The tracking also assists the teacher's decision with regards to whether any intervention can be offered to help a pupil progress further. Teachers will give regular, sufficient feedback during lessons advising pupils what is required to improve and overcome gaps in their understanding, but there may be occasions when additional support is required and will be offered.

In Key Stage 4, teachers are required to record an expected grade for each pupil. The projected grade is an indication of the final IGCSE grade the pupils are on track to achieve given their current levels of effort and academic progress. Expected grades are fluid, flexible and open to change: pupils will always have the opportunity to increase expected grades due to improvements in effort or refinements to study practices or examination technique.

We have pupil progress meetings after each tracking point where we discuss pupil concerns (and we also send home praise postcards for those pupils who have made excellent progress or who have an excellent attitude to learning).

The tracking also assists the teacher's decision with regards to whether any intervention can be offered to help our pupils progress further. Teachers will give regular, sufficient feedback during lessons advising pupils what is required to improve and overcome gaps in their understanding, but there may be occasions when additional support is required and will be offered.

We also give attitude to learning (ATL) scores. These range from Outstanding to Concern and are outlined below.

### Overview of Annual Reporting and Assessment

All pupils in the Senior School are formally assessed three times a year with assessment weeks in November, April and June. The last assessment week takes the form of a formal examination. Year 7 pupils will sit baseline tests in August/September.

All pupils will receive a settling in report followed by three short and two long reports each year and have an opportunity to meet teachers at an initial tutor evening, a subject evening where all teachers meet with parents and a final tutor evening to review progress over the year and look forward to the following year. Currently all parents and tutor evenings are held in person.

TERM ONE	TERM TWO	TERM THREE
<p><b>August:</b> Meet the tutor evening</p> <p><b>August:</b> settling in report</p> <p><b>October:</b> Short reports</p> <p><b>November:</b> Assessment Week 1</p> <p><b>December:</b> Full reports</p>	<p><b>February:</b> Short reports</p> <p><b>Between February-March:</b> Parents' evening for each year group takes place</p> <p><b>March:</b> Assessment Week 2</p> <p><b>April:</b> Short reports</p>	<p><b>May:</b> Assessment Week 3/ End of Year examinations</p> <p><b>June:</b> Full reports</p> <p><b>June:</b> End of year tutor evening</p>

## Attitude to Learning

Most importantly and in addition to attainment grades, BCVN indicates a grade for 'Attitude to Learning'. This is based around our core values of curiosity, confidence, and kindness. There are four grades awarded for attitude to learning. There is no quota for how many grades may be awarded by a teacher or to a particular class.

Grade	Profile
<p><b>Outstanding</b></p> <p><b>O</b></p>	<p><i>You are very positive about your own learning, taking extra responsibility in order to make progress and achieve.</i></p> <p><b>Curiosity</b> – You question ideas appropriately and have a constant desire to seek out new ideas, to understand them deeply and to learn new skills.</p> <p><b>Confidence</b> – You are an excellent communicator who is always keen to take on leadership roles. You respond positively to set-backs, using them as learning opportunities.</p> <p><b>Kindness</b> – You always listen carefully to others and are open to views other than your own. You often support others in their learning and in our community.</p>
<p><b>Good</b></p> <p><b>G</b></p>	<p><i>You are positive about your own learning, taking responsibility in order to make progress; but there is still room for growth.</i></p> <p><b>Curiosity</b> – You question ideas appropriately and often show a desire to seek out new ideas, to understand them and to learn new skills.</p> <p><b>Confidence</b> – You are a good communicator who sometimes takes on leadership roles. You respond positively to most set-backs, using them as learning opportunities.</p> <p><b>Kindness</b> – You normally listen carefully to others and are typically open to views other than your own. You support others in their learning and in our community.</p>
<p><b>Inconsistent</b></p> <p><b>I</b></p>	<p><i>You show positivity in some aspects of learning. You are starting to take responsibility for your own learning but you do not always achieve your full potential and there is room to progress.</i></p> <p><b>Curiosity</b> – You rarely ask questions to move your own learning forwards and do not regularly show a desire to seek out new ideas, to understand them, and to learn new skills.</p> <p><b>Confidence</b> – You communicate ideas only when asked directly. You do not always see set-backs as a learning opportunity and can struggle to respond positively.</p> <p><b>Kindness</b> – You can listen to others but sometimes need support to be open to views other than your own.</p>
<p><b>Concern</b></p> <p><b>C</b></p>	<p><i>You struggle to be positive about your learning and do not take responsibility for your own learning. You need significant support in school to achieve your outcomes.</i></p> <p><b>Curiosity</b> – You do not question ideas, nor do you show the desire to seek out new ideas or to learn new skills.</p> <p><b>Confidence</b> – You do not communicate your ideas appropriately. You respond negatively to set-backs and do not see them as a learning opportunity.</p> <p><b>Kindness</b> – You rarely listen to others and are not open to views other than your own.</p>

To achieve outstanding in an attitude to learning, pupils must show independence which relates to their capacity for research and willingness to explore learning.

### Attainment/ Academic Performance

We report the current attainment level of the pupil since the period of the last report in terms of performance.

#### KS3 Attainment:

- We have two ‘indicator’ levels: B/C (4-6) and A\*/A (7-9). These are initially based on CAT4 ‘if challenged’ indicators.
- Then they are broken down into:
- Exceeding expectations (if a pupil working towards B/C receives this in two consecutive reports, he/she would be moved to an indicator level A\*/A)
- Meeting expectations
- Working towards expectations
- Concern

#### KS4 Attainment:

As per IGCSE grades for that subject (A\*-G or 9-1).

Pupils receive two grades:

- Target – what the pupil could expect to achieve if they are showing high attitude to learning
- Working at – the level the pupil is currently working at, i.e., the grade the pupil is likely to achieve at the end of the course at their current rate of progress and attitude to learning

Performance grades should be a holistic judgement based on several significant pieces of assessed work during the period since the last report.

Grades give an accurate indication of the current ‘working at grade’ of the pupil and the relevant end of year exam grade the pupil is likely to achieve at their current rate of progress.

## 4.3. COMPREHENSIVE EDUCATIONAL EXPERIENCE

### Co-Curricular Activities

Outside of regular classes, every day our pupils participate in Co-Curricular activities to develop their talents or pursue their personal passions and interests. Clubs are where our pupils can gather under the guidance of experts and teachers. Clubs cover a wide range of areas, from Science, English, Skills, Sports to Art. A specific sign-up is required to ensure that we can offer the widest range of options. CCAs take place Monday-Thursday from 3pm-4pm and are a part of your education and therefore are not optional. In the Spring and Summer terms revision and support classes may be provided instead of CCAs, but they are also intended as compulsory and part of all the support provided to ensure the best possible outcomes for all of our pupils.

### Field Trips

The school regularly organizes field trips for pupils. These are opportunities for our pupils to enhance their learning experiences, consolidate and apply their knowledge in real life, while at the same time develop personal qualities and skills such as adaptability, leadership, teamwork, and individual work skills. These are part of our provision and it is expected that all pupils will participate in such activities to ensure they have the fullest educational experience.

### Music

Music is an essential part of life at our school where the ethos fosters involvement in music by all pupils, not just those who learn an instrument. Pupils in years 7 and 8 have weekly curriculum lessons where they listen to, compose, and perform music in a variety of styles from classical to pop. The Music Department has several teaching rooms, including a recital space, recording studio, percussion room and a large number of musical practice rooms.

The school has a team of visiting music teachers who offer instrumental tuition and fees are charged per instrument based. There are numerous ensembles in which pupils can participate. These ensembles rehearse, preparing classical and popular repertoire for concerts and recitals.

Pupils perform in various concerts each year which showcase the work of the instrumental groups and main ensembles, alongside recitals.

### **Drama**

At Brighton College, Drama plays an integral part of the daily lives of our pupils. There are various informal opportunities for drama-based activities during the academic year. LAMDA lessons are offered, including preparation for LAMDA exams which act as a formal acknowledgement of the excellent standard reached by our pupils. They develop their skills in acting, devising and public speaking as solo, duos or in small group lessons.

### **Library**

The library is at the heart of the school and is open from 8.00am - 4.30pm each day.

Our Library aims to:

- Put learning first.
- Provide a service to all users.
- Offer focused up-to-date resources that reflect diversity in our community and support the curriculum and progression, extra-curricular activity and pupil welfare.
- Enrich by providing an increasingly wide range of reading material, including new publications.
- Promote Literacy through events, activities, competitions and visiting writers.
- Harness relevant technology in the resources and services on offer.
- Increase information skills across the pupil body, enhancing learning, the user experience, and ultimately results.
- Provide an accessible environment conducive to study.

The role of the library is to promote pupils' reading, leisure and cultural development, at the same time as supporting information needs as they move through the school. Pupils enjoy browsing and sharing books with each other. Older pupils also use the library for study and research. The library stocks have been selected to enhance development in all areas. Non-fiction sections are kept up to date and support teaching and learning. Cultural and literature-related services include provision for author visits each year (designed to inspire children's creativity and broaden their reading experience), development of reading lists, and a Book Fair. The library stocks reflect diversity and inclusion and offer challenging, yet age-appropriate texts, to meet the needs and interests of our pupils.

Our library is a bustling centre for research and the enjoyment of reading, and pupils are encouraged to experience the wonderful opportunities it offers. Teachers can bring classes to the library for lessons and children can be seen reading, conducting research, using computers, exercising their creativity with pen and paper, and helping other children to make the most of the resources on offer. There are regular book clubs, and it is a great place to be for everyone in the school.

Material in the senior library is provided for the full range of readers aged 11 and up, and this means that some content will be intended for mature readers and may not be appropriate for a younger readership. The library does not restrict borrowing to specific age groups by sectioning off areas or labelling books with restrictions. We recognise differences in the rates that pupils mature and do not wish to limit choice. Library staff are happy to offer guidance and support to pupils with their book selection. In the library, eResources are purchased only from reputable educational sites ensuring appropriate content.

## 4.4 HOME SCHOOL PARTNERSHIP

We recognise that the most effective education of young people occurs when we work together: pupils, parents and school.

The Head Master writes a termly newsletter, which is an essential part of the school's communication with parents.

### Contacting the school

The School Reception is open from 7.30am to 5.00pm and during the school holidays. Should you have any queries prior to the start of the academic year, your first point of contact is our Admissions team. Once term has begun, the most appropriate first point of contact is your child's form tutor. It is always possible to meet with a member of the Senior Leadership Team (SLT). Urgent messages left during the holidays will be picked up by an on duty member of the SLT.

E-mail is often the easiest way to contact school. You can expect a response to an email within 24 hours; however please note that we actively encourage our staff not to access emails late in the evening or at weekends.

### Plagiarism

Throughout your child's time at Brighton College, rules regarding honesty and plagiarism will be taken seriously. Pupils are taught about the importance of integrity in relation to their work. This is particularly important when taking public exams, because breaching these rules may put not just a public exam grade (or grades) at risk but may jeopardise chances of a successful university application in future. It is particularly important to take great care about citing sources, as failure to cite or reference correctly may result in disqualification from a course, regardless of whether it was intentional or not.

### Coaching/tutoring

Please note it is school policy that staff employed at Brighton College should not tutor children privately outside school. If you are considering employing support for your child outside of school, please speak to a relevant member of staff before commencing.

### Emails

All Brighton College Vietnam pupils have their own email address, and must use this (not a personal account) for any email correspondence related to school. Pupils are expected to follow the school's policies in respect of safe and courteous use of email for communication.

## 4.5 EXPECTATIONS OF PUPILS

At Brighton College Vietnam, we believe it is important to recognise pupils who demonstrate good behaviour, outstanding effort and achievement, and our core values of curiosity, confidence and kindness. To this end, the following reward system is in place throughout the Senior School:

### Any area

- Merits: awarded by teachers for small actions or behaviours that demonstrate the core BCVN values of curiosity, confidence and kindness. Pupils will receive a Distinction (see below) for every six merits they accumulate in a half term.

### Academic

- Distinctions: awarded by teachers for exceptional attainment or effort or individual items of outstanding work. Pupils may qualify for a distinction as acknowledgement of their personal progress or effort; the Head Master then personally congratulates each recipient.
- Effort certificates: awarded for accumulation of distinctions; bronze (6), silver (12), gold (18), platinum (24) and diamond (30). These are awarded in year or section assemblies, end of term assemblies and end of year presentation assemblies.
- Achiever of the Term Awards: awarded by the Head Master to individuals or groups once per term for outstanding achievements.
- Department prizes: awarded by Departments at the end of each year for excellence in a particular subject area.
- Special prizes: awarded by Departments once a year for Prize Giving. These prizes are discretionary.
- Head Master's Certificates: awarded at Prize Giving to those pupils whose effort has been noted as being consistently outstanding across the whole academic year. May also be awarded for outstanding achievement in any field at a regional, national or international level.

### Sport Commendations

- Achiever of the Term Awards: awarded by the Head Master to individuals or groups once per term for outstanding achievements.
- Colours (representative/full): badge, brooch, tie.
- Posts: captain, vice-captain, secretary.
- Cups: awarded for internal competitions; trophies, medals and certificates awarded for external achievement.

### Cultural Commendations

- Achiever of the Term Awards: awarded by the Head Master to individuals or groups once per term for outstanding achievements.
- Colours: tie, brooch.
- Posts: secretaries/officers/monitors.
- Trophies: awarded for internal competitions; trophies, medals and certificates awarded for external achievement.

### Pastoral Commendations

- Head Master's Awards: awarded once a week in assembly to outstanding individuals nominated by Head Master and Head of Department. All names are published in the school newsletter weekly.
- Special prizes: for 'endeavour' and 'service', awarded at assembly.
- House Awards: awarded by Head of House at the end of each term, sometimes with input from pupils.

- Achiever of the Term Awards: awarded by the Head Master to individuals or groups once per term for outstanding achievements.
- Posts: include school council, form monitors, college and house prefects and deputies.

**However, we also rely on the good sense, behaviour and courtesy of all pupils and members of the school community.**

Pupils who break the rules or refuse to follow reasonable instructions from a member of staff, may expect initially to receive guidance as to how to address their behaviours or receive a sanction. Sanctions range from warnings, to detentions, to (for the most serious of offences) temporary or permanent exclusion from the School.

All pupils will be aware of the code of conduct for pupils which is as follows:

### Code of conduct for pupils

- Show respect for yourself and for the school community.
- Be courteous, polite, kind and helpful to everyone (including each other).
- Respect one another's property, the school buildings and furniture.
- Arrive at school on time and fully prepared.
- Do your best in class and complete prep as well as possible and on time.
- Take pride in your uniform and dress correctly.
- Walk sensibly, safely and quietly around the school and to and from games.
- Behave safely at all times, observing safety rules (eg fire procedures). Do not put others' safety at Risk.
- Look after your own possessions and leave valuables at home.
- Use mobile devices with discretion and never in public.
- Be healthy – do not take or have in your possession tobacco, alcohol, or non-prescribed drugs in any form, at any time or in any place.
- Stay within the published bounds of the school.
- Look after the school, do not drop litter.
- Play ball games only in designated areas at approved times and dressed appropriately.
- Do not eat in public places, do not chew gum.

### Classroom code of conduct for pupils

- Do not talk when the teacher or another pupil is addressing the class.
- Be supportive of each other and do not make fun of someone if they get an answer wrong.
- Always put your hand up if you want to answer a question or say something, unless told otherwise.
- Write homework tasks down so you do not forget what to do and always hand your homework in on time.
- Do not disrupt the lesson, thus preventing you and others from learning.
- Always try your best and take pride in your work.

The four things which we do not tolerate at Brighton College are:

- Bullying
- Theft
- Involvement with drugs
- Sexual misconduct (which includes sexual activity on school grounds, sharing of nudes and semi-nude images and/or videos, and sexual violence and sexual harassment).

If a pupil does these things – in or out of school hours, on or off school premises – they risk their place at school.