

# Rome International School

## 'What We Offer' 2019 - 2020

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## 1. THE SCHOOL AND ITS PHILOSOPHY

### Mission Statement

At Rome International School our mission is to provide a nurturing environment, in which children of all nationalities and faiths can explore and respect their own and each other's cultural and religious heritage. We aspire to equip our students with the skills needed to become life-long learners, so that every child is able to realise their unique gifts and talents and achieve their full potential. As educators, we aim to guide our children in the process of 'learning to learn', facilitating their development into inquisitive, active and open-minded students, capable of working independently and in a spirit of harmony and co-operation alongside others. We believe that such an education is needed to meet the challenges of the future and will produce individuals who are self-confident, resourceful and enterprising.

### Our History

Rome International School was founded in 1988. The Middle School was opened in 2001 and the High School was inaugurated in 2007. IB Diploma authorisation was granted in May 2009 and full IB PYP (Primary Years Programme) authorisation followed in June 2012. We are now the only International School in Rome authorised to offer both the IB Primary Years Programme and the IB Diploma Programme, thereby ensuring the quality and consistency of an international education and a passport to the best universities in the world. RIS is also a Cambridge Assessment Centre. In July 2014, the school relocated to its new tailor-built campus in Via Guglielmo Pecori Giraldi. The new building and campus is immersed in over 3 hectares of natural park and meets every learning and teaching requirement. RIS offers families the opportunity of an international education that is at once both academically challenging and individually rewarding.

### NACE Family of Schools

RIS is now a full member of the NACE family of schools. NACE is one of the largest groups of international schools in the world. NACE has 51 schools across Europe, Canada and India educating over 14.000 students.

### The benefits of NACE include:

- Economies of scale in personnel, purchasing and logistics
- Global opportunities for the professional development of teachers and networking
- Robust international quality control standards combined with support to continually improve teaching and learning

- Opportunities for extra-curricular activities and trips such as the NACE Olympics, Academic Olympics, Model United Nations, Musical Festival and Arts Competition
- Home-stay international exchanges
- Long-term study and exchanges with schools in the UK

## 2. ADMISSIONS POLICY AND ACADEMIC TRANSITIONS

### Our Departments

Rome International School is made up of the following:

- **Nursery, Kindergarten and Transition:** first language English for children aged 2 to 5 years\*
- **Elementary School:** first language English for ages 5 to 11 (Years 1 to 6)
- **Middle School:** first language English for ages 11 to 14 (Years 7 to 9)
- **High School:** first language English for ages 14 to 18 (Years 10 to 13)

### Admission

The admission of students to RIS is conditional upon our satisfactory appraisal that the school can offer a valuable educational experience for each child. Criteria that will be taken into account for admission are:

- international and Italian families who respect the philosophy of the school
- previous school experience and performance
- the ability to work in the English language or to benefit from our instruction
- suitability for English as an Additional Language
- the likelihood of being able to profit from courses offered at RIS, and in the case of the High School, that the student has a realistic expectation of passing the external IGCSE and IB Diploma examinations.

Placement in a particular year is dependent on:

- the age of the student
- stage relative to other national education systems
- reports from the previous school
- consultation with parents
- an interview with the pupil and tests (testing is needed for access to all classes in the Middle and High School)
- A recommendation from the student's former school.

Our primary criterion for placement is the age of the child, although there is some flexibility for individual needs, and hence an overlap of ages may occur in any class, especially with

admission in the later classes of the Elementary section. Please note that children at RIS are placed into a class depending on their age on 30<sup>th</sup> September, since the school admission year runs from September to August and not from January to December. Individual cases can be discussed if a student has successfully completed a class above or below his/her year group at another international school, although our experience suggests that children ultimately perform better when left in their own age group. This becomes increasingly evident in later years at school.

## **Advancement through the Years**

- **Elementary School (up to the end of Year 6)**

Children's progress through the school follows a carefully registered sequential pattern. In some school systems a student who does not reach a satisfactory standard during the course of a year must repeat the same class the following year. This procedure is not automatic at RIS, since our courses are designed for groups of mixed ability and attainment levels, which enable students to make up lost ground with suitable work and support. As a consequence of this, the fact that a student moves up to the next class in September is not always an indicator of satisfactory achievement. Close contact with teachers and careful study of reports will give an accurate picture.

There are however, occasions when a student may be made to repeat the year if we are convinced that this would actually be beneficial to the child concerned. Such a decision would be taken after full consultation with the parents and all the teachers involved.

We discourage promotion that will involve 'advancing' a year. This is only possible when a student has ability in all subject areas and is clearly outpacing all other students in class at such a rate that it is beneficial to move into a higher group. This follows satisfactory assessment to indicate that the student is capable of coping on a social and emotional level in the new year-group, as well as keeping up with the academic work.

- **Middle School (up to the end of Year 9)**

Our Middle School starts with Year 7 and the transition of pupils already attending the Elementary section of Rome International School is usually guaranteed, although serious consideration is given to students with special requirements, in order to assess whether the Middle School can cater for his/her needs or whether parents might be advised to consider alternative schooling. In very special circumstances, families will be informed that their child can be accepted into Middle School only on condition that external support for the student is guaranteed. This may be in the form of additional tutoring at home or

even as continuous support in normal lessons during the school day by a qualified special needs teacher. In such cases the family will be responsible for both appointing and financing this extra support.

Students will be expected to show the relevant competences in English and Mathematics, in the form of oral and written assessment, and Year 6 teachers will be consulted about all individual cases in good time during their final year of Elementary School. Students intending to follow the Middle School mainstream Italian programme leading to the Italian *licenza media* exam will also be expected to pass assessment tests in Italian.

External students applying for entry to our Middle School will be required to take an entrance test in English and Mathematics and reports from the previous school will be an important part of our assessment. Students accepted from Italian schools will usually be those with a good reason for wanting to continue their education in English (e.g. future plans to move to an Anglophone country, or those recently returned from a period abroad). However, students who show strong motivation to participate in an international education may be considered for entry on the understanding, where relevant, that they are willing to undertake at their own expense a private supplementary programme of English (not included in the school curriculum) to prepare for entry to the school and for as long as the school considers it to be necessary in order to make up any linguistic deficiencies. The school also offers the possibility of EAL courses for any student who is academically able but whose level of English is not yet at the required level. These lessons will take place within the normal school day. This can involve the loss of a third language option and should only be done in the case of very real need.

Year 9 is an intense year didactically for many of our students, especially those who also want to take the Italian *licenza media* examination. More hours of Italian will be guaranteed to ensure the best preparation possible, in addition to the mainstream school curriculum. IAL (Italian as an Additional Language) students will follow a specially designed programme. At the same time, the English subject teachers will be preparing the students for the greater responsibilities and demanding courses of the High School. Year 9 students wishing to progress into Rome International High School will be required to meet the relevant assessment expectations. The students will be expected to show the potential to achieve 5 IGCSE's at Grade C or above. In addition, students will have fulfilled all behavioural and attendance requirements. Any student who takes the Italian *licenza media* examination and does not pass will be denied entrance to the High School. In addition, all students in Year 9 will sit Cambridge Checkpoint exams in English, Mathematics and Science.

- **The Transition from Middle to High School (Year 9 to 10)**

All internal and external students applying for entrance to our High School must demonstrate adequate levels of Maths, English and Science through Cambridge Checkpoint results, which will be assessed exclusively by the relevant specialist teachers. These teachers' comments concerning individual performance in the test and their subsequent professional opinion of the applicant's suitability to follow our programmes will be recorded on the relevant recommendation form. If either the English or Maths reports are negative, the candidate cannot be admitted to RIS. There can be no exception to this rule. Applicants will also normally be required to have an oral interview with the Section Head or his/her Deputy, IGCSE or IB Diploma Programme Coordinator.

If a student is seen to have good academic potential but has obvious weaknesses in his/her English language skills, there is still the possibility of being accepted to the High School under the following conditions:

- that he/she will have extra English support during and after school hours, at the personal expense of the family.
- that he/she may be put on a waiting list and accepted only if the class is not full and that extra help in the language would be given with the same conditions as above.

The school can continue to offer EAL support lessons within the normal school timetable. This can involve the loss of a third language and should only be done in the case of a very real need. If the school deems it unrealistic at the end of Year 9 that an internal student would be able to cope with the demands of the High School programmes then parents will be advised accordingly and enrolment into the High School denied.

- **Progression within the High School (Year 10 through to 13)**

Due to the challenging academic demands of the IGCSE and IB Diploma Programmes progression should not be considered as automatic between classes. At the end of years 10 and 12, students will be expected to perform competently in our internal end of year exams and have achieved a satisfactory report. If this is not the case they will be expected to repeat the year successfully before further progression.

Progression from Year 11 (IGCSE) to Year 12 (IB Diploma) for our internal students is subject to the attainment of:

- at least a C IGCSE grade in all subjects chosen at Standard Level for the IB Diploma package
- at least a B IGCSE grade in all subjects chosen at Higher Level for the IB Diploma package

*It should be further noted that students wishing to take Higher Level Maths the minimum IGCSE grade may be even higher.*

Our Italian mother-tongue students will also be expected to demonstrate proficiency by achieving at least a C in Year 11 first-language Italian assessments. If these requirements are not met students will be expected to repeat the year and achieve the necessary results before progression to the IB Diploma Programme. All IBDP package options will be confirmed or discussed further as relevant after the issue of the IGCSE results in August.

In the event of a student deciding against repeating Year 11 and without the possibility of being accepted onto our IB Diploma programme, there is the possibility of transferring to an Italian school with certain requirements. RIS would give advice on this if and when necessary.

Although we expect to anticipate a student's likelihood of encountering difficulties in passing the IB Diploma, in exceptional circumstances it is possible for a student to revert to taking a selection of individual IB Certificates in certain subjects, rather than the full IB Diploma. However, this is an option that we do not encourage and families should be aware that the student will, in these circumstances, have a limited range of university options including foundation courses (certainly not the best universities worldwide nor to any Italian university). Where a student sits the IB Diploma or Certificates and fails to achieve the desired score, any 'recupero' lessons given by the school will incur a financial charge levied per subject. Said student will have to pursue an initial foundation course before enrolling in an undergraduate degree.

### **Attendance**

We reserve the right to deny progression from one class to the next if a student's absence exceeds 20 days in a scholastic year and this is shown to be affecting their academic performance. We consider frequent absenteeism to be damaging to the individual student concerned and to the class as a whole. Medical certificates will be required for any prolonged absence on health grounds. Requests for longer-term absences due to family commitments etc. must be made in writing, at least a month in advance, to the Section Heads.

### **Class numbers**

RIS will normally admit up to 24 students per class, however, RIS reserves the right to exceed the above-mentioned limit of 24 in exceptional circumstances.



A waiting list will be used if necessary until numbers are sufficient to make two sections. At least 31 students would be needed before the creation of two sections could be considered. In the case of two sections being created, the Section Heads will be responsible for all decisions regarding the organisation of the two parallel classes; this includes the drawing-up of class lists and any eventual changes. The decision of the Heads is based on professional judgement and will be final. Years 12 and 13 (IB DP classes) will divide naturally into smaller groups, depending on students' individual subject choices. Sections of less than 16 students may be opened if there is a strong probability of teaching 32 students in the year group in the short-to-medium term.

### **3. AMENITIES AND EQUIPMENT**

#### **ICT**

A range of technological tools and equipment ensure ample teaching support is available for all sections. WIFI is available throughout the school, electronic whiteboards and projectors are operative in all classrooms and teachers are trained to use them.

Information and Communication Technology (ICT) is embedded throughout the PYP programme. The Elementary School has more than seventy computers between individual year classrooms and banks of laptops for Lower and Upper Schools.

Banks of iPads and laptops are also available for use by all Middle/High students. Students from Years 7 – 9 learn ICT skills through the various subject areas. Pupils have access to the internet for educational purposes. There is a computer in every Middle/High School classroom and each wing in the secondary section has a recharge trolley for laptops and iPads. Three High School classrooms are also equipped with Samsung electronic boards, representing a significant investment in the future as well as the continued development of interactive multimedia classrooms.

High School students may register one personal device (or in exceptional circumstances two devices where there is a clear curriculum need) on the wireless network. Smartphones may not be registered.

#### **Libraries**

The school's two libraries are fully equipped as modern learning centres.

The Elementary School has a library that aims at being the center of the PYP academic programme. It is a vital link between the classroom and the world, as a place where students can learn and practise the skills needed to gather and interpret information and to

build new connections with the help of a full time librarian. The library also stimulates "intercultural awareness" through the provision of materials reflecting a variety of cultures and languages. Our library continues to develop, with materials and technologies necessary to support the rigorous curriculum and extensive reading and study interests of the students. The library holds approximately 11,500 texts.

The Middle/High School has its own Library/Learning Resource Centre that is aimed at both Middle and High School students, as well as teaching staff. It provides information and resources in various different formats, such as print, digital, audio and visual, at various levels of ability ranges. The variety and number of resources are constantly increasing (at the present moment the number of books alone, covering fiction, non-fiction, reference and text books, is approximately 4,500). New and updated material is ordered every year and the teaching staff is involved in the purchase procedure to supply the library with resources supporting the programs taught in school. The library subscribes to a number of periodicals and databases. Students have access to study space and several computers with Internet access and the librarian is available to assist students and staff if required or appropriate.

### **Science labs**

The Middle/High School has three science laboratories located on level 2, where hands-on practical and experimental work can take place. The laboratories are fitted with modern up-to-date equipment and furniture conducive to scientific learning. The wearing of a science lab-coat and protective glasses, when required by the teacher, is obligatory for all students using this lab. A lab technician is available to assist the science teachers. All the labs and associated storage rooms are fitted with electronic doors, which means that they can only be opened by specific teachers/staff with access badges.

### **Music, Drama, Art**

There are two music rooms, one for Elementary and one for Middle/High School use. Private music lessons are held in sound-proofed music booths.

The large drama room (level 0) is available for use by both sections where students can further develop their acting and dance skills.

There is an Art Room available for the Early Years and Elementary School. The Middle/High School Art Room is equipped with a kiln and a 3D printer, which are used during regular classes as well as for after-school activities. There is a full time specialist Art teacher for all Middle and High school classes. Art is offered as an option at IGCSE

level and also as part of the IB DP (Visual Arts). Art, Music and Drama, as possible options (depending on numbers), are now all offered at exam level through the IGCSE in Years 10 and 11.

### **Auditorium**

The school's large 230-seat auditorium can be used for student performances and cultural initiatives. Access to the auditorium must be authorised by the Section Head and bookings must be made in advance through the school office.

### **Sports**

Physical Education (PE) takes place in the two gymnasiums, one each for the Early Years/Elementary and Middle/High School. Student access to the gyms is permitted only under adult supervision and clean and appropriate sport shoes must be worn when entering the gyms. The indoor gyms ensure lessons in all weather. There is also an external football field for use by Elementary School students. Students have the opportunity to make use of the fitness trail, which students can use under the guidance of teachers. The trail follows the grounds of the school and has various levels of difficulty. For special sporting events, such as Sports Days, dedicated sports grounds will be rented. In 2019-20, IGCSE P.E. will be on offer to all Year 10 and Year 11 students.

### **Recreation**

There are ample internal and external spaces where students can spend their recreation time. Full supervision by staff is always guaranteed.

High School students are given more freedom during their recreation time and are not so strictly supervised. They have their own recreation spaces, internal and external, which are equipped with study corners and comfortable seating. Recreational resources are available. Year 12 and 13 students are allowed to use the on-site bar and vending machines in the main entrance hall during their break times. No student is permitted to leave the school grounds during the school day. Middle School students must only use levels 2 and 3 at break and lunch except to go to the lunchroom. Students in the Middle and High School must stay within "bounds" at all times. "Bounds" are defined by the Headteacher at the start of the year and are the areas where students may go freely.

### **Lunches**

The campus is equipped with three separate lunchrooms. Each of the lunchrooms endeavour to serve 100% organic products.

A full three-course lunch is available and compulsory for all students. It is served in the lunchrooms, where it arrives hot from outside caterers every day and is served to the students by the school's team of lunch staff. All meals in the school canteens are served on reusable dishware. Continuing in 2019-20, pasta and rice dishes will be cooked onsite while sauces, and special dietary meals will come from CIR Food's cooking centre.

A weekly menu is published in the school weekly newsletter. Different menus are offered, catering for different age groups as well as religious requirements.. Parents will be required to book lunches on a yearly basis, payable at the beginning of the year.

Food or drink is only allowed in the lunchrooms, bar and terraces (third floor). Please note that younger students may only use the bar under parental supervision. To avoid problems with vermin, the consumption of sandwiches and cakes is not allowed on the terraces.

#### 4. THE EDUCATIONAL PROGRAMME

RIS has chosen to link with what we believe is the most prestigious of all educational systems, the International Baccalaureate Organization (IBO).

In May 2009, RIS was granted full authorisation to teach the International Baccalaureate Diploma Programme. Authorisation for the IB PYP (Primary Years Programme) was received in June 2012. We are firmly part of the family of IB World Schools. These are schools that share a common philosophy — a commitment to high quality, challenging, international education that Rome International School believes is important for our students. Our first cohort of IB DP students was awarded their Diplomas in 2011.

In January 2013 RIS was authorised to offer the International General Certificate of Secondary Education through Cambridge University. This is an internationally recognised course of study for Years 10 and 11, which offers excellent preparation for the IB Diploma Programme and has a global outlook and content.

#### Early Years and Elementary Programme

***The IB PYP - International Baccalaureate Primary Years Programme - is for children from 3 years of age to 11-12 years of age. The Nursery class will learn through play and elements of the IB Learner Profile will be modelled as they progress.***

The International Baccalaureate Primary Years Programme (PYP) **is a transdisciplinary programme of international education designed to foster the development of the whole child.** The PYP draws on research and best practice from a range of national

systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

We believe that the IBO Mission Statement, in its aims *‘to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect’* is exactly what we are aiming for with our students, in preparing them for the world of tomorrow.

One of the most significant and distinctive features of the IB Primary Years Programme is the **six transdisciplinary** themes. Students inquire into, and learn about, these globally significant issues in the context of **units of inquiry**, each of which addresses a **central idea** relevant to a particular transdisciplinary theme\* ([www.ibo.org](http://www.ibo.org)). These units transcend the traditional subject boundaries and provide opportunities for the students to develop a deeper understanding of the transdisciplinary themes.

See our website for the Programme of Inquiry for the academic year. (This is an outline of all of the trans-disciplinary units of work covered in each year group from Kindergarten to Year 6).

As part of being an authorised school, we have developed our curricula, teaching practices and policies to enable us to deliver our programme. This involves the following-points of focus in the Early Years and Elementary School:

- *Structured Inquiry* as a vehicle for learning has been introduced. This is a common method of teaching and learning in most subject areas.
- Children are encouraged to ask questions about what they are learning, and their questioning skills have been developed by their teachers, who encourage them to ask more open questions.
- Children are asked to consider how they could find things out for themselves, with support from their teacher, and which sources of information they could use. They are asked to make predictions and to share their ideas and opinions.
- Children are asked to reflect on what they learn; how it affects things they already ‘knew’; what it makes them now want to find out; how successful they have been and how they could be even more successful.

Children are encouraged to exhibit and reflect on the attributes of the Learner Profile\* and to focus on the development of personal attitudes that contribute to the well being of the individual and of the group.

*\* The Learner Profile is a set of ten attributes that will help the student become an internationally minded person.*

In the Elementary School pupils are instructed, in a transdisciplinary way, in the following subjects:

- English
- Italian
- Mathematics
- Science \*
- History \*
- Geography \*
- The Arts: Drama, Music, Visual Arts
- PSPE (Personal, Social and Physical Education)
- Music
- ICT (Information and Communication Technology)

*\* Science, History and Geography (Social Studies) are taught through Units of Inquiry as are the other subjects when appropriate. (See the Elementary School Programme of Inquiry on our website).*

The children have lessons with specialist teachers for Physical Education, Music and Italian. There is also a full time librarian who works with all the classes. RIS has a specialist teacher for EAL who works closely with the class teachers to provide extra support for those children who need it.

As we are aiming to teach knowledge, concepts and skills in context (in units which relate to real life and make trans-disciplinary links, so that what is learnt and developed is of maximum effect) the number of hours of instruction in any one subject in a week may vary for a class. All subjects (other than Italian) are conducted in English by mother tongue experienced and qualified teachers. Three hours per week are dedicated to Italian for Years 2 – 5 and two hours for Year 1. In order to help prepare students for the Italian 5<sup>a</sup> *Elementare* exam, Year 6 have four hours of Italian.

The older students in Year 5, as previously notified, can take an additional class -Y5R-after school.

Research shows the importance of children making progress in their mother tongue language even when they are learning additional languages.

Although we can never really tell where life will lead our children whose working life based on present retirement ages will close in 2080, many of our Italian families see their child's future in Italy. For this reason we have planned changes to our Italian programme in order to bring us into line with the national Italian age grouping for children attending the *prima elementare*.

Continuing in September 2019, Italian learners in Year 1 will be split into three distinct groups.

- Italian native speakers born after 30<sup>th</sup> April 2014 will attend the *Primina* programme
- Italian native speakers born before 30<sup>th</sup> April 2014 will commence the 1° elementare programme
- Non-Italian native speakers from our international community will attend IAL classes. (Italian as an Additional Language)

All three programmes will be held simultaneously by our Italian teachers.

First implemented in 2017/18 and continuing in 2019/20, students progressing into Year 3 to 6, can choose between Chinese Language and Culture or Arabic Language and Culture lessons, These lessons are taught within the curriculum for one hour per week.

Beginner's language classes will be offered after-school (subject to reaching a pre-specified minimum number of applicants). Students progressing to Year 7 in the Middle School can choose to continue studying Chinese Language and Culture, as this was introduced as a curriculum option in the Middle School during the 2011-12 academic year. High School students may also pursue this course of study for the IGCSE and IB DP if they have studied Mandarin previously.

Professional development is still key in helping the Elementary staff implement the PYP program and its pedagogy. All new teachers will receive on-line IB PYP training and several teachers will have the opportunity to attend IB regional workshops. The school provides an official PYP training session in early September for all Early Years and Elementary School staff and on-going training throughout the year by our own PYP Co-ordinator, Maia Lawand, a qualified IB trainer and workshop leader. For more information on the PYP see the website [www.ibo.org](http://www.ibo.org).



### Nursery

Nursery (*for children who have reached the age of two years by the 30<sup>th</sup> September\**).

In this class much learning takes place through play and programmes are developmentally appropriate to the age of the children.

\*Children who turn two years of age in October, November or December 2019 can be enrolled to start Nursery in January 2020 provided the family agrees to the conditions outlined by the school.

### **Secondary Programme**

As part of the exciting growth of our High School (initiated in 2007) we began our first IB Diploma Programme cohort in September 2009. Whilst having two elements of the IBO curriculum firmly in place in the Elementary and High School (PYP and IB DP) we are also conducting a feasibility study into introducing the MYP programme. From start to finish this process can take up to three academic years so we do not envisage any change to the Cambridge Checkpoint programme in Middle School, in the short-to-medium term. We are however, committed to integrating a consistent didactic methodology in line with the IBO ethos and will be continuing to adopt more holistic approaches to knowledge, with interdisciplinary co-operation and emphasis on students taking more responsibility for their own learning in the Middle Years. Both our Section Head and IGCSE Coordinator will ensure that these principles are applied wherever possible whilst also ensuring that our Middle and High School students have a continuity of academic progression, as they continue to sit the Italian *licenza media* exams at the end of Year 9 (where relevant) before proceeding to Year 10, where they follow the IGCSE and before beginning the IB Diploma Programme in Year 12.

A brief introduction to the IBO is given in the following pages but if you would like more information then you can visit the website at [www.ibo.org](http://www.ibo.org). Information on the IGCSE is available at [www.cie.org.uk/igcse](http://www.cie.org.uk/igcse).

### **Cognitive Ability Testing**

All RIS Year 7 students will complete the Durham University CEM MidYIS baseline assessment test. This may be extended to YELLIS (Year 10) and ALIS (Year 12) but a decision is still to be made. No charge will be made for these tests in the pilot phase.

### **Middle Years Curriculum and international education at RIS**

As previously stated, at this time RIS is not pursuing full implementation of the MYP, however we plan to include many of the fundamental concepts of the MYP within our



curriculum with the aim of developing the qualities of the IB Learner Profile. At RIS it is felt that the integration of these concepts will act as a useful bridge between the Elementary, Middle and High School and help further develop the skills needed for the IB Diploma. The current Year 7 – 9 programme follows an A to E grading system. Effort and conduct are also graded on an A – E scale.

The school introduced the Cambridge Checkpoint in 2015-16. This is now mandatory for all students.

### **IGCSE – Cambridge International General Certificate of Secondary Education**

2013 – 2014 was the final year that RIS offered the GCSE.

Since September 2014, Years 10 and 11 students (normally 14 to 16 years of age) have been taking the course leading to the internationally recognised IGCSE qualification (A\* to G grades) in each subject studied (usually between nine and eleven subjects for our students).

Most of our students will take IGCSEs in English Language, English Literature, Mathematics, Co-ordinated Science, Humanities (History and Economics), P.E., Italian, French, Spanish or Chinese as a third language and one Creative and Performing Arts subject. IGCSE grades are on a scale from A\* (excellent) to U (unclassified). This grade is achieved through a combination of coursework and final examinations (taken mostly in May and June of Year 11). Expectations of performance in IGCSE exams is high for all students. Please see earlier statement on requirements for entry to DP level study.

Cambridge IGCSEs have been offered in Britain since 1988 are well-respected internationally. They provide students with an excellent grounding for the skills and knowledge required for the IB Diploma.

In September 2018 the school introduced Co-ordinated Science. This qualification leads to a “double IGCSE” and includes Biology, Chemistry and Physics for all. Whilst the separate Science IGCSE’s have their merits, they are designed for students who have been taught the English National Curriculum in Middle School (a minority of our students) and to lead to the A-levels.

Co-ordinated Science is a better match for the IB Diploma Programme because it is more accessible and develops a greater enthusiasm for the Sciences. The majority of students worldwide do Co-ordinated Science and it is recognised by all universities.

Upon successful completion of IGCSE in Year 11, students are able to progress to the two- year IB Diploma Programme.

External students have to pass RIS entrance exams in English and Maths (and possibly Italian if this is to be taken as a first language).

### **IB DP - International Baccalaureate Diploma Programme**

The IB DP is a two-year course, followed in Years 12 and 13 (students normally 16 to 18 years of age), leading to the International Baccalaureate Diploma qualification. The IB Diploma is a highly prestigious internationally recognised qualification, which is accepted for entrance to universities in Italy and to those of another 140 countries in the world.

- Since 2007, Rome International School has formal links with LUISS, one of the most prestigious, private universities in Italy.
- Our students who achieve a 30 point score in the IB Diploma Programme will be able to gain access to the LUISS undergraduate courses taught in English and Italian, without sitting an entry test.
- However many students elect to take the LUISS entrance exam too. In these cases RIS has preferential access to LUISS Summer Orientation programmes.

Following the IBO inspection visit in April 2009, Rome International School was granted full authorisation to offer the IB Diploma Programme to our High School students and our first cohort started the programme in September of the same year. Authorisation provides an assurance that the school has the quality of teaching, professional development, amenities and equipment in order to be in line with the IBO requirements. In 2014, the school subsequently had a successful re-evaluation for the IB Diploma Programme for the next 5 years.

The IB Diploma requires students to study a choice of six subjects, one from each of the following subject areas: First Language; Second Language; Individuals and Societies (Humanities); Science; Maths; Arts or an elective from another subject area (either a third language or second Science or Humanities subject). They choose to study three of these subjects at Higher and three at Standard Level, and can achieve up to 7 points for each subject. With the possibility of a maximum of three additional 'bonus' points for completing the compulsory Extended Essay and Theory of Knowledge (TOK) components, the maximum possible score is 45 points, with a minimum of 24 points and no failing conditions required to pass the Diploma.

### **Bridge U**

The school uses the Bridge U university preparation and careers guidance software for Year 12 and 13 students. Bridge U was purpose-built for international schools; to help senior leaders, staff and students manage the complex challenge of preparing and carrying out global university applications. No charge will be made for this in the pilot phase.

### **Student Leadership Programme**

In 2019-20 the school will continue a student leadership programme for Year 12 students by the Swiss based HFH Leadership Academy. The student leadership programmes are characterised as fun-filled experiences with extensive feedback, reflection and evaluations.

### **Kognity**

In addition to our extensive ICT facilities, we are continuing the Kognity online textbooks in the IB DP - Year 13. We will not be continuing Kognity in Year 12. There are interactive textbooks required in Mathematics, Science and Economics. Information on taking out a subscription will be given to all entrants to IB DP courses.

### **Italian *Licenza Media* Examination**

All students wanting to take the Italian *Licenza Media* exam are prepared for this over the first three years of Middle School. The exam is taken at the end of Year 9 in June. Students sit the exam at an Italian school and are assessed by external teachers. The hours given to Italian classes are significantly higher during Year 9 to meet the extra demands of the programme. Candidates are expected to attend all relevant classes in order to qualify for entrance to the exam. These classes take place between 07.45 and 08-35 or 16.05 and 17.05, four days per week. Further and more complete details of the *Licenza Media* programme and IAL can be obtained from the school.

Although our didactic programmes and philosophy remain firmly international, RIS values Italian cultural identity as an important element of every single student's formation. Italian students will have every possibility to keep in touch with their mother-tongue language and culture as well as to have full preparation for their important Italian exams at the end of Middle School.

All students take a third language, French, Spanish or Chinese, as part of their programme of study.

Please contact the school for further information on the options available to RIS students intending to take the *Licenza Media* exams.

### Allocation of Hours

The Middle and High School day is composed of 7 periods, separated by a 20-minute break in the morning and 50 minutes at lunchtime. Lessons are usually singles, but may be combined to form double blocks, especially used in the teaching of Italian language, practical classes and for the older students in some subjects. Periods are 55 minutes long except the period immediately after lunch.

The following table gives an indication of the current allocation of periods per fortnight (two weeks) for each year, based on the regular timetable, which may be collapsed from time to time to allow for school trips, cross-curricular projects and other activities.

Subjects taught in 50 - 55 minute blocks:

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
ENGLISH*	13	13	10	11	11
MATHS	8	8	8	8	8
SCIENCE	7	6	6	12	12
HUMANITIES	10	10	10	10	10
ITALIAN (Mother-Tongue stream and IAL)	9	9	13	6	6
MODERN FOREIGN LANGUAGES	6	6	6	6	6
P.E.	6	6	6	8	8
ART/ DRAMA/ MUSIC (choice of 1 in High School)	9	10	9	7	7
FORM TIME	2	2	2	2	2
Totals	70	70	70	70	70

NB \* - hours of English include a reading lesson in the Library once a fortnight.

Students in Year 12 and 13 have individual timetables depending on the subjects they have chosen to study for their Diploma. Standard Level subjects have 330 minutes each per fortnight and Higher Level subjects 495 minutes each. For more information, please contact the IB DP Coordinator.

### **Pastoral Care**

In 2017/18 the school launched a House-based Pastoral Care system. The House system aims to create a healthy competitive spirit among students belonging to the different houses. It makes every student an integral part of the school. It is an effective method to bring out hidden talent in students and give them an opportunity to develop self-awareness. The House system, aside from sports and arts, can be used for social welfare and academic projects. The feeling of being a part of a specific house engenders great pride and is crucial to developing qualities such as leadership and teamwork.

The MHS student population of RIS fits a four House model, with equal numbers of Year 7 to Year 13 students in each. Houses are referred to by their colour, i.e. Red (Ignis), Yellow (Aer), Blue (Aqua) and Green (Terra), as currently used for allocating teams on RIS Sports Day.

Students will be allocated to Houses in consultation with form teachers and academic staff. Elementary students will also be assigned a House in 2019/20. Groupings will aim to strike a balance of gender, ethnicity, and talents within each House also offering new avenues for expanding friendship groups. Elementary students are also allocated a house for sports activities.

The Form Tutor has the role of 'pastoral' carer. He/she meets with the form group once a day at registration and once a week for a substantial period in form time. RIS considers the encouragement and support of students in their personal growth as important as that of their academic and cultural development.

The tutor will raise various issues, which need discussion and reflection. He/she will also be a reference point, to whom students can ask advice, raise issues and make their feelings known. Any situation which is obviously beyond school control will be referred in the first instance to the family before seeking professional help if deemed necessary.

All form tutors will be available to talk to parents in the first instance, regarding the students in their pastoral care. When necessary, they can then refer parents to individual subject teachers/Section Heads. Appointments can be made through the main office.

EAL teachers are available to work with Middle and High School students who need extra help with English. Any additional support in English over and above what the school can reasonably be expected to provide will need to be organised by the families at their own expense. The school may also recommend that additional support is required through

external special needs specialists. In very rare cases, those students needing such extra support beyond what the school can reasonably be expected to provide, may have an additional support teacher who will work with them in the classroom in collaboration with the subject teachers. This arrangement will naturally follow prior agreement with the school and all support will be entirely financed by the family.

RIS guarantees a full Faculty Board, made up of promoted teachers and co-ordinators from each stage of the school. This Board will be responsible for ensuring the highest level of teaching standards, as well as analysing progress and continuity, throughout the school. The Board will meet on a termly basis and written minutes of every meeting will be recorded, registered and held by the Headteacher.

## **5. ASSESSMENT AND EVALUATION**

### **Assessment and reporting in the Early Years Department and in the Elementary School**

Written reports inform parents of their child's achievements and progress. It is important to realise, however, that at RIS, assessment in the Elementary School is a continuous process, has an important diagnostic function and is not related to awarding certificates or diplomas. By having clear objectives and an assessment process, which gauges whether students reach or exceed them, we can also identify individual children who could benefit from extra support and thus focus on the appropriate areas for attention, with strategies to assist their personal and academic development. Assessment also allows the teachers to evaluate the effectiveness of their teaching.

Some of the assessment tools and strategies used include:

- booklets about activities undertaken by groups or classes of children
- wall displays which show work in progress
- presentations of children's portfolios based on specific activities or areas of the curriculum
- observations of children working or examples of children's work sampled over time
- anecdotal records
- documentation of children's comments and conversation
- check lists and other documents
- rubrics
- reflection journals

The feedback to parents that we provide is always frank and open, in the spirit of the close collaboration which we expect between home and school. This is at the heart of our belief

of how best to serve our pupils, and we hope that all parents will become collaborators with the school and their children in this exciting process of development. Elementary School feedback to parents consists of a short initial report (December), Parent/ Teacher/ Student Conference ( March) and a detailed report in June.

Reporting to parents includes the following:

Early Years:

- open days
- report card - received by every child in December and at the end of the school year
- regular informal progress discussions

Elementary School:

- open days for Years 1 and 2
- parent/teacher conferences (held in November and March) – Years 3 to 6
- a student led conference (usually held in April)
- report card - a written report in December and a detailed report in June
- regular informal progress discussions

### **Student portfolios**

Each student from Year 1 to 6 will be encouraged by teachers to build up their own portfolio of pieces of work, focusing on areas in which they have shown particular development or feel particular pride and areas in which they feel they still need to develop. They will be guided in this process by the teachers, but encouraged to make their own choices about the contents of their portfolio, as part of taking responsibility for their own learning and development. These portfolios will be ongoing documents, and will be shared with parents at the Parent/Teacher/Student conferences. Please contact the school for the Elementary Assessment and Reporting Policy.

### **Assessment in the Middle School and High School**

Assessment within the Middle and High School is regularly undertaken by teachers in the form of work in class, homework, coursework, controlled assessment in lessons and examinations, with final externally assessed examinations taken at the end of Year 11 (I/GCSE) and Year 13 (IB Diploma). Middle and High School students currently have tests throughout the school year and in all years except 11 and 13, final internal exams in all subjects are taken at the end of the school year in June. In 2015-2016 Cambridge Checkpoints (an end of middle school exam administered by Cambridge) was introduced at the end of Year 9 and will continue in 2019-20.



### **Promotion and Retention**

As students move through the school, continual assessment will be made and every student's academic performance analysed, especially between the Middle School and High School. If a student is in danger of failing to meet the required standards for promotion to the next academic year, the combined views of teachers, parents, Section Heads and the curriculum co-ordinators will be taken into consideration. Parents will be informed in writing, in good time, if the child's promotion is uncertain. A conference between teachers, parents and relevant coordinator / senior member of staff will then be held, and the final decision will be made by the Headteacher in consultation with Section Heads/Deputies/ Coordinators. In addition, provision is made to recall students early after the summer closure to re-sit internal examinations.

### **Reporting**

Middle and High school students receive two grade reports and two full reports. Grade reports are issued in the first half-term of Term 1 and Term 2 whereas full reports for all classes are issued at the end of Term 1 and Term 3 with the exception of Year 11. Year 11 receive their full report in February shortly after the IGCSE mock examination.

In Year 9 the Cambridge Checkpoint and Terza Media results constitute the final grades in the relevant subjects. In rare cases (e.g. late starts to the year), student may not do the Cambridge Checkpoint. In this eventuality the student will receive a classwork-based internal assessment. Non Terza Media students in Year 9 will receive a teacher's appraisal in Italian.

In Years 11 and 13 the IGCSE and IB examination certificates constitute the final reports.

Our reporting system is designed to provide an open channel of communication between teachers and parents. Teachers' comments should always be objective and constructive. Parents are encouraged to contact a teacher if anything written on their child's report is confusing or unclear. Students should also be encouraged to think about and act upon their teachers' advice and to become active participants in the assessment of their own progress.

### **Parent/Teacher Appointments**

These can be made with specific subject teachers through the main office. All teachers have times when they can make themselves available to parents for meetings about a particular student's general progress or problems. The school secretaries can inform parents when the teacher is available and book appointments. General information



concerning individual students' progress can be requested, in special circumstances only, from subject teachers, via email. Any situation requiring an urgent meeting should be communicated to the Section Head in the first instance. In the Middle and High School, the Parent Conferences take place for a whole day immediately following the Autumn and Spring half-term breaks. The school does not close during the conferences. The student may be present at these meetings if it is thought to be useful. There will also be whole class or section meetings each year, one at the beginning of the year to introduce the subject teachers and their programmes and one later in the year to discuss progress and the programme/subject packages for the following academic year.

### **Release of Students' Records**

Copies of each student's reports are kept on the school administration system. Files will also be kept which include records of previous schools, documents certifying any specific learning needs and any disciplinary action taken by the school (including after-school detentions and suspensions). This information is confidential and only accessible to the individual student's teachers (and office staff if necessary) when it is required to ensure a continuity of progress. General family and medical information is normally held by the office. All records will be made available to parents or guardians at their request. Please contact the main office or Section Head.

### **Absenteeism**

Parents are requested to arrange personal holidays around the school calendar. Days lost are potentially damaging to a child's education. If a student is found to have a high level of absenteeism, parents will be contacted and provisions may be suggested, such as the necessity for extra lessons, to recuperate time lost. Absenteeism will always be recorded on a child's report. If a student is found to have missed at least 20 days during a school year and their general academic performance is low (with apparent little possibility of them being able to progress into the next year) the school reserves the right to ask them to repeat the year. Students consistently requiring an 'early exit' may also be penalised regarding 'days lost.'

All Middle/High School absenteeism requires justification by a parent or guardian.

## **6. SPECIAL EVENTS AND ACTIVITIES**

### **The School Community**

Rome International School intends to offer an example of 'community' which will go beyond the traditional relationship between family and school. RIS encourages and

supports the positive and active commitment of both teachers and parents concerned with the all-round educational progress of our students. By encouraging adult involvement in the various discussions concerning our community, we aim to create a better learning environment, consolidate the relationship between people of different cultures and to build a stable situation where all initiatives typical and necessary to the life of a successful international school will flourish (e.g. ranging from charity activities to the organisation of social events and cultural meetings). Rome International School has an active Parents/Teachers Association (PTA) which will be made up of volunteers amongst parents and teachers of both sections of the school with the aim of promoting community events. Joining RIS means becoming a member of an extended learning community, rather than just part of an isolated section of the school. We want parents to know what is happening in all of our sections and expect them to play an active part in supporting the whole school. Every Friday the weekly newsletter is sent by e-mail to all families. There are also events that bring together the entire community, organised by the PTA and the school. Full details will be published throughout the year.

We ask that parents come to these communal celebrations. They provide an opportunity to meet other families and to talk to the teachers outside of the formal classroom environment. These occasions are not just social events, they are also valuable opportunities to learn more about school and to play a part in helping us to continue providing the best quality international education for your children.

### **Middle/High School Events**

An important date in the Middle School is a performing arts production, combining the Music, Drama and Art departments and linked to the other subject areas and the school curriculum. Class work in Drama and Music may also be made public to parents in the form of assemblies and informal shows at school. The IBDP Art students will hold an open exhibition of their work in March. Talent shows and creative collaborations will be held as appropriate. Various sporting activities are also organised throughout the year. An annual barbecue is held for Middle and High School families.

### **Elementary School Events**

**Presentations:** Each teacher will hold a presentation to parents at the beginning of the year to explain the programme and expectations for the new year group. The PYP Co-ordinator will hold workshops for parents to deepen their understanding of the IB Primary Years Programme. Parents will be invited to end of Unit presentations throughout the year.

**Celebrations:** Elementary School students will dress up and celebrate Halloween and Carnival with parades and garden parties.

Students will be asked to dress in red to celebrate Chinese New Year with Chinese activities and films.

The love of books and reading will be promoted during Book Week with a variety of activities organised each year by the school Librarian.

**Performances:** Performing Arts productions will be held twice per year, dates will be announced by teachers. Talent show acts will be shared with parents. Sports days and special sporting events will be held throughout the year.

### **Elementary Trips and Educational Visits**

Elementary School students will be taken on a school outing when this is appropriate to support the curriculum. School outings are planned to support the Unit of Inquiry that the children focus on in the classroom. It is one way of linking with the local community and helps the children see the relation between what is being learned in the classroom and real life. They also extend the knowledge, skills and understanding gained in the classroom.

Three day trips (excursions) per year are included in the school fees. Others should be paid for separately. All planning of trips will be designed to fit in important school educational dates. Notice of any programmed trip with details about transport, cost etc will be sent out to parents in good time. We consider trips out of school to be educationally relevant and therefore encourage all students to participate.

Year 3 to 6 will have the possibility of participating in one residential trip (between two and three nights) per year.

### **Middle/High School Excursions**

All activities will be led by the relevant subject teachers. These activities will take the form of excursions and visits to places of interest, such as exhibitions and museums, and will have been carefully planned to fit in with a unit of work being studied in the classroom. After careful liaison with the school management, teachers will make their choices of trips based on the interest and relevance to what is being taught, whilst taking into account the age and abilities of the students concerned. Programmes of all trips will be drawn up at the beginning of the year, as teachers plan their course work for every class.

It may happen that an exhibition or cultural event takes place in Rome to which teachers will be able to include a visit, even if not programmed, if it is relevant to a topic being studied in class.

Every class will be offered at least three day trips per year out of school, to include for example:

- a specific area of Rome, or another city within easy travelling distance, with an important monument or museum
- a visit to a natural park, river, coastline or other
- a visit to an Art exhibition
- a day to experience a sporting activity.

### **Residential trips**

Students in years 7-12 are offered a residential trip at least once in the school year. The ratio of students to teachers will never be less than 10:1. These trips will be organised to ensure a focus on a learning outcome. The numbers of days/nights away will depend on the age and maturity of the class. In Middle School the residential trip will be based in Italy, for High School the trip could involve a destination in another country in Europe and will be linked to the curriculum. The itinerary for all trips is carefully chosen to ensure an educational but enjoyable experience for the students. The security of students is always uppermost in our minds and an evaluation of potential risks will be carried out before any trip.

### **Partner Schools and Exchange Visits**

Rome International School has the full intention of extending the cultural and educational experience of its students by forging strong links with other IB schools worldwide. Exchange trips between our High School students and those of our 'partner schools' will be organised where possible by teachers at appropriate times of the year. This will ensure that students can visit each others' country while also able to participate in the lessons and other activities offered by the host school at a time when the school is open and functioning. These exchange visits will be at parental expense although the school will always guarantee full organisation and supervision. This provision will be extended through the NACE network.

## 7. MANAGEMENT TEAM 2019/2020

ROLE	NAME	RESPONSIBILITY
<b>General Manager</b>	Giulia Rosito	All non-academic functions
<b>Headteacher and Elementary Principal</b>	Graham Thompson	Whole-school pedagogy General Years 1 to 6
<b>Middle and High Principal</b>	Anthony Allard	General Years 7 to 13
<b>Head of Early Years</b>	Maria Palma Dorianio	Curricular Nursery – Year 6
<b>Head of Secondary and Cambridge Coordinator</b>	Zita Hetzer	Years 10 - 11
<b>Head of Sixth Form and IB Diploma Coordinator</b>	Laela El Sheikh	Years 12 - 13
<b>IB PYP Coordinator</b>	Maia Lawand	Kindergarten – Year 6

RIS also provides professional resources for the successful running of the libraries and the information systems as well as human resources administration and facility management.

## 8. CLASS REPRESENTATIVES

In order to spread the work load usually given to only one parent per class, this year we are retaining the system of class representatives and calling on class volunteers for various aspects of the daily running of the school. We would welcome representatives to assist in the following areas: fundraising (PTA), library, reading, social events, mentoring new families, cultural activities for families, class trip planning, (linked to programme of study), Student Council activities and the Eco Committee. Parent representatives will be elected during class meetings in September and they will meet monthly with the relevant Principal.

## 9. CLASS TEACHERS' COUNCIL AND COLLABORATIVE PLANNING

At RIS we maintain that it is of the utmost importance that all didactic decisions and approaches are fully agreed upon and supported by the teachers involved and that any decision made about the education and formation of our students is shared. To ensure the success of this objective, RIS has formed a class Teachers Council for each department which works as follows:

In the Middle and High School, every Year has its own Teacher's Council in which all teachers involved in the teaching of the class take part. The Teacher's Council meets

before the start of the new academic year to discuss the programmed didactic activities for each year group. Every half-term (or at a shorter interval if necessary) the Teacher's Council meets to evaluate the progress and success of the various activities on the part of the students so that the appropriate measures can be taken if necessary. The Section Heads/IGCSE/DP Coordinators (as appropriate) will be present at all year-group meetings alongside all teachers responsible for teaching the class.

We are committed to collaborative planning because it is central to the philosophy of the PYP. Planning strengthens the transdisciplinary nature of the curriculum and ensures the pedagogy of the PYP is pervasive across the programme. The basis of teacher planning for learning is the coming together of collaborative year-group teams consisting of the class teachers and relevant support specialist teachers to develop and reflect on the six units of inquiry. This is why the administration has scheduled periods throughout the week in which the homeroom teachers plan collaboratively and meet with the PYP coordinator.

All meetings described above will be attended by specialist teachers if appropriate, for example EAL/IAL (English/Italian as an Additional Language) and SEN (Special Educational Needs).

## **10. STUDENTS' COUNCIL**

### **Elementary Students' Council**

Each Year 3 to 6 class elects two representatives for the Elementary School Students council in September each year. These representatives meet regularly with the teacher assigned by the PYP Coordinator, acting as the link between the students in their class and the school staff. The Council helps to organise school events, as well as trying to resolve issues brought up by the students.

### **Eco Committee**

In June 2016 we were successful in having the school officially recognised by the Foundation for Environmental Education (FEE) as an Eco-School. We are now able to proudly fly the Eco-School Green flag, signifying that we have met all requirements pertaining to sustainable development education.

**Students from Year 2 to 6 can apply to join the RIS Eco Committee, which meets weekly** to plan and undertake 'eco tasks' involving the whole school.

### **Secondary Students' Council**

In 2019/20, the House Captains will constitute the Student Council as a forum for the voice of the learner.

## 11. DISCIPLINARY BOARD

Whilst any serious violation of the school rules on the part of a student in the Elementary School will be dealt with by the Section Head, a Disciplinary Board has been set up to decide on any sanctions to be taken in the event of serious breaches of the school rules by one or more students of Secondary School. The Board, which **guarantees a fair and just decision**, will be in charge for a two-year term starting on the election date and will be formed by three permanent members plus an inter-changeable one. Permanent members will be the Section Head, who also heads the meetings, a teacher representative elected in a secret ballot by all the permanently enrolled members of staff and class volunteers also voted with the same system by parent representatives. (If the member elected is found to be in a conflict of interest situation he/she will be substituted by the person who received the second highest amount of votes.) The tutor of the student/s subject to disciplinary examination will become a temporary member of the committee. The Disciplinary Board will evaluate all the concerned cases and will have the task of submitting a suggested sanction to the Section Head, who will take the decision which will be immediately notified to the parents.

In the case of an extended suspension or expulsion, the Section Head will notify the parents on which day the student may return to school and teachers will provide homework. Parents can make an appeal against the decision of an extended suspension or expulsion to the Headteacher of Rome International School no later than two days after the notified decision. No appeal can be made against the Headteacher's final decision.

## 12. WHOLE SCHOOL RULES AND REGULATIONS

1. Students from Nursery to Year 13 must come to school dressed in full school uniform. Physical Education uniforms may be worn only on the days when students have Physical Education and on sports days. Science uniform (Middle/High) with safety accessories (lab coat, glasses, mask, and gloves) is compulsory during nominated Science lessons in the laboratories. Parents of children who do not comply with these rules will be called to take their child home and their absence will be considered unauthorised (see paragraph "Absenteeism").



2. Behaviour that causes damage to the property of the school or to that of a fellow student will not be tolerated and disciplinary procedures will be carried out.
3. Students must not bring fireworks, knives, dangerous toys or imitation weapons to school. Such items will be confiscated and the student immediately suspended.
4. Electronic games must not be brought to school. Students are not allowed to use mobile phones during the school day. In the case of urgent need then students must ask to make a call via the school office. Following on from these guidelines and bearing in mind the presence of personal lockers for personal objects, RIS will not be held responsible for the loss or theft of any of the above items. The Middle and High School provides a full-size locker for every student. The student is to provide a padlock with a key (not a combination). Parents and students must respond immediately to any request to empty the locker, as they are cleaned on a termly basis. Perishable food items and dirty P.E. kit must not be left in lockers overnight. RIS will also not be held responsible for the loss or theft of cash beyond which is necessary for within the school day.
5. Missing lessons without parental permission will be counted as truancy and may lead to suspension.
6. There are automatic sanctions for offences such as fighting, bullying, damage to property, theft, bad language and smoking. These sanctions are indicated in the behaviour policy and will be enforced in every case.
7. When a student is absent for at least 20 days in the school year, for any reason, the school has the right to expect the student to repeat the year. The final decision will be based on overall attainment and will be irrevocable.
8. Students who are suspended from school on three separate occasions will be liable for expulsion. This decision will be irrevocable.
9. Any student who brings illegal substances or pornographic material in whatever media to school or to any school event will be suspended, or even expelled, without recourse.
10. Students may be suspended or expelled for a single offence if they bring the school into disrepute by circulating in written, printed or electronic formats



anything which could be damaging to RIS, its teachers or its students, or to anyone associated with the school community. Parents are required to note that also their behaviour, if potentially damaging to RIS, its teachers, its students or to anyone associated with the school community, could impede the continuation of the relationship with the school.

11. The School has a no-touch policy where students are not allowed to use their hands, feet and things to cause harm to others. This means that ambiguity about play-fighting can be avoided and excuses about the non malicious intent of actions will not be accepted.

### **13. COMMUNICATIONS AND PRIVACY**

The emailing system introduced is the official system of communication between School and families; please check your emails regularly and notify the office of any changes to your address.

Parents are informed about all relevant aspects of school life in the form of a weekly newsletter, which is sent home via e-mail on Friday. This can also be found online. As well as communications about school events and important notices, we also publish the lunch menu for the following week. Please note that for reasons of privacy, only the first name of students are published in any internal and external communications (e.g newsletter and magazine articles).

Notices about school trips and major events (concerts, sporting events etc) are communicated to parents in separate letters sent home with students. Reminders will be given in the weekly newsletter. Please always check with your child if there are communications to receive. They will also be published on our website (see below).

The dates of all meetings and exams will be notified to the families of all students involved by means of specific, individual messages.

#### **Absences**

Any absence on the part of Middle/High School students must be communicated by phone to the main office before 08.15. In this way form teachers can be informed of absences before the start of the day. This is essential for both the safety and well being of your child as well as for organisational purposes. Latecomers must sign in at the reception desk on level 1 before entering class.

The Rome International School App is available to download for free on all Apple and Android devices. The School App opens up many doors and will greatly improve our level and speed of communication with students, parents and teachers. For more information visit the school website.

### **Personal Data Protection and Privacy**

Personal Data and Privacy laws in Europe have changed to better regulate how companies and organisations protect EU citizens' rights.

RIS takes the protection of personal data and privacy rights of our community seriously. In compliance with the principles of the EU Regulation (2016/679) - GDPR – all parents upon enrolment are given a Data Privacy Notice that clearly explains how the school processes (collects, uses, stores) information, why (the purpose) and how long. The school requires signed parental consent (both parents for minors) agreeing to this Data Privacy Notice.

In addition, the school asks for parental consent for the use and publication of students' images for educational, communication and administrative purposes.

An image consent form is shared with parents upon enrolment, where optional consent and the level of permission, can be indicated. The level of permission means that photos of students can be shared either in a restricted manner within the school community (newsletters, yearbook, music/drama performances, class photos, Seesaw) and/or published on external-facing channels such as the school website and social media channels.

If parents decide to deny consent, this can have consequence for certain standard activities that take place during the school year such as publication of photos in the yearbook, the newsletter, performances and Seesaw (Seesaw is a tool used in the Elementary School only).

In addition, even though the consent should have been given the school will not associate a photograph or video with the full name of the student. This exclusion is obviously extended to any personal e-mail address, telephone or other contact and personal information. Following best practice, we will publish mainly contextualised group photos.

This consent can be revoked at any time by written notice to be sent by post or e-mail to: RIS S.r.l., Via Guglielmo Pecori Giraldi 137 - 00135 Roma, 06 844 82 650

[privacy@romeinternationalschool.it](mailto:privacy@romeinternationalschool.it)

For any question about how personal and special categories of personal data are

processed, please contact us at:

RIS S.r.l., Via Guglielmo Pecori Giraldi 137 - 00135 Roma

[privacy@romeinternationalschool.it](mailto:privacy@romeinternationalschool.it)

+39 06 844 82 650 /651

Our protection processes are validated by KELONY - Risk Rating Agency, as Independent Qualifier Body.

## 15. THE SCHOOL DAY

### Start of the School Day – Early Years and Elementary

Children should be brought directly to the reception on Level 1 on the first day of term.

<b>08.30 to 08.50</b>	New students will be met in the main entrance area on Level 1. Nursery students should be taken to their classroom. Kindergarten and Transition students should be taken to the Early Years garden. Year 1, 2 & 3 students gather on the track area. Year 4, 5 & 6 students gather outside the Level 1 entrance.
<b>08.50</b>	All students are taken to classes.
<b>08.55</b>	<b>Register taken.</b> Children will be marked as late if not in class.
<b>09:00</b>	<b>Lessons begin</b>

Elementary School children are expected to be present no later than 08.50 to enable lessons to start at 09.00 sharp.

### The End of the School Day

<b>15.20</b>	<b>Nr/Kg/Trans</b> to be collected from the Early Years garden. <b>Year 1 &amp; 2</b> to be collected from the beginning of their corridor (level 1).
<b>15.30</b>	<b>Year 3</b> to be collected from the beginning of the P.E. corridor. <b>Year 4</b> to be collected from the beginning of the corridor on Level 2. <b>Years 5,6</b> to be collected from the beginning of the corridor on Level 2.

Please note that students not collected by 15.45 will be placed in the post-school session

and a fee will be billed.

### **Start of the School Day – Middle and High**

<b>07.45 – 08.35</b>	Extra Terza Media lessons.
<b>08.20 – 08.30</b>	Pupils go to their form classrooms.
<b>08.30</b>	Register taken
<b>08.35</b>	Middle and High School lessons start. Middle and High School students are expected to be present no later than 08.20 to enable the school day to start at 08.30 sharp.
<b>16.05</b>	Middle and High School students exit.
<b>16.05 – 17.05</b>	Extra lessons in Italiano, Matematica, Geografia, Storia for Licenza Media students.

### **16. PRE AND POST SCHOOL SERVICES**

These services are available upon request for children enrolled in the Early Years/Elementary and Middle/High School. These services are available at an additional cost. Students can be booked in either a pre-school session / post-school session or both as follows:

- **Daily:** by 16.00 to ensure access to this service the following day;
- **Weekly:** bookings taken by 16.00 every Friday for the following week. An indication of days and times must be included;
- **Monthly:** bookings taken by 16.00 every last Friday of the month for the month ahead. An indication of dates and times must be included.

Students who arrive before the first arrival (08.20) time or stay beyond the official school closing time will be required to join the supervised sessions\*. Parents will subsequently be invoiced for an increased supervision fee.

### **Early Years/Elementary (Nursery to Year 6)**

Services are available every morning from 07.45 to 08.30 (breakfast is provided) and in the afternoon from 15.45 – 16.45. Students will always be under the supervision of experienced staff members.

\*Exceptions include Year 9 for additional *terza media* lessons; High School students for private study; students enrolled in after school activities. In all cases, students must leave

the site immediately after the end of the activity or before 17.30 if studying privately for the IB or IGCSEs.

## 17. SCHOOL UNIFORM

It is compulsory that all children from Nursery to Year 13 wear the correct RIS uniform without modification. Parents of children or students who do not comply with these rules will be called to take their child home and their absence will be considered unauthorised.

By using the following link (<http://www.sonartexschool.it/en/>) you can access the dedicated e-commerce site and may view and purchase the school uniforms directly through our trusted supplier, Sonartex.

Uniforms can also be purchased at school. The uniform shop at RIS will be located on level 1, in the corridor leading to the gyms. More information about the uniforms can be [read here](#).

## 18. SCHOOL LUNCHES

The school provides a healthy and nutritional lunch service to all students. The three school canteens offer seasonal menus using organic products as much as possible. As of September 2019, the lunch service is obligatory for all students and is provided for by the catering company CIR Food.

A normal menu and a menu for vegetarians can be supplied; showing our respect for the different religions represented in our school, a different menu according to religious and ethical beliefs are available on request. For gluten intolerance and other special dietary requirements, CIR food will provide separate meals prepared in a protected environment. For more information about this service please [click here](#).

## Fruit Break in Elementary School

Continuing in September 2019, a 'Fruit Break' is provided for all Elementary students. As such, the school will provide fresh seasonal fruit, discouraging the consumption of other unhealthy snacks. This initiative, which was successfully piloted during 2015-16, achieved excellent results: children have more of an appetite at lunch and also eat more fruit and vegetables during the main meal.

## 19. USE OF SCHOOL CAR PARK

The school grounds must be safe for students, staff and visitors. The following

procedures must be observed for all visitors:

- Vehicle/motorbike entry for visitors is not allowed after 09.00.
- Any cars still on-site between 09.30 and 14.00 are required to exit from the top gate on Via Guglielmo Pecori Giraldi. If you are in school during these hours, please ensure that you do not transit or park beyond the level 3 car park.
- The vehicle permits issued by the school are an important part of the school's safety and security policy and must be clearly displayed when entering or leave the school grounds.

There is an internal car park available for parents who need to drop off and pick up their children from school. The car park is intended solely for this purpose and cars cannot be left for longer periods of time. Car owners leave their cars in the car park at their own risk. The school cannot accept responsibility for any eventual damage. Parents must make use of the designated parking areas in order not to disrupt the flow of traffic during the busy entry/exit times. For this reason, vehicle movements on the campus premises are limited to the school entry and exit times. During the school day (09.00 – 14.30) vehicles are not allowed entry with exceptions for the school bus, canteen provider and pre-scheduled deliveries.

There is a reserved parking area for staff members. Bicycles must also be parked in the designated areas.

Currently students in Years 12 – 13 are allowed to park in the school grounds with motorcycles or micro-cars, however this will be reviewed in the case of serious congestion and students must park in the designated area. There are 20 micro-car permits. These must be applied for in writing, to the Section Head. Once 20 passes have been issued, the students will be placed on a waiting list.

NB: collection time at school is extremely busy with a potentially large number of adults entering the school to pick up children. To enable a better level of safety and security for all, parents, guardians and babysitters are requested to limit their time on the school grounds to that necessary in collecting their charges. Children cannot be allowed to continue their playtime on the school grounds after school has finished. Parents with younger children waiting for Middle/High school student exit are deemed wholly responsible for their children's behaviour whilst on school grounds.

Our students' safety and security is of the utmost importance to us and the school will be

constantly upgrading systems to ensure this. Therefore, we reserve the right to introduce new measures as we see necessary. This may include different exit procedures and limitation of general access to the immediate school building and its vicinity during the year.

Dogs are not allowed in the vicinity of the school buildings.

## **20. VISITORS, SAFETY AND SECURITY**

To ensure the safety and security of all students and staff, the school gates will be kept closed during school hours (09.00 – 14.30). Parents accompanying late arriving students will be required to enter without a car and register their presence at the main gate.

The presence of any visitors including private tutors must be authorised in advance. For security reasons, the presence of visitors has to be communicated to the school office, with an indication of the time of arrival and departure from the building. The school office will keep an ID document in exchange for a visitors badge which must be worn at all times during the visit.

There are security guards located at the entrance and exit of the campus. Together with support staff, they are required to request that all those who are not in possession of a visitors badge leave the building immediately. If necessary, police intervention may be requested.

Please note that the interior and exterior areas of the school building are constantly monitored by CCTV. The School will respond immediately to repair any fault with video surveillance equipment, gates or alarms and will ensure their regular servicing and maintenance.

## **21. AFTER-SCHOOL AND EXTRA CURRICULAR ACTIVITIES**

The School offers an extensive after-school activity programme. We also focus on developing team sports (for example basketball, volleyball and outdoor football) as the school encourages participation in sports as part of students' personal development path. For further information contact the school.

After-school activities will begin from the third week of the new school year and enrolments will be annual rather than by the term. The programme of proposed activities is published



before the start of the scholastic year and is available via the school website <https://www.romeinternationalschool.it/student-life/after-school>.

**Private music lessons:** are organised after-school or in some cases at break-time, lunch-time or during music lessons. At present musical activities include piano, guitar (classical and electric), drums, bass and violin. Other instrumental specialists will be brought in if there is enough demand (e.g. flute, cello and saxophone).

RIS continues to extend the scope of the ABRSM certification, introduced in 2016-17, to cover cello in addition to piano, classical guitar and violin following classical and jazz genres. Teachers will guide families through the procedures required to register for the exams, which will be held at RIS. This is an additional service offered to RIS families, who decide to apply, knowing that the training credits acquired can be accumulated over the years depending on the level of competence.

**Ballet and Modern Dance:** After a trial admission lesson, RIS will prepare ballet dancers enrolled in the after-school club for the ABT (American Ballet Theater – New York). The principles of the ABT system incorporate elements of the French, Italian and Russian training schools; only two dance schools in Rome are ABT affiliated. For Modern Dance, students will be prepared for the final CSEN (an organisation accredited by CONI which heads 4,300 sports associations).

**Languages:** French, Spanish, Chinese, Arabic (and, where possible, others on demand) provided minimum numbers are reached.

**Sports:** sports tournaments are organised against other international schools in Rome. Students are taken to other locations as necessary, involving parents.

**Art Club:** Elementary students (6 to 10 years) offers the chance to explore materials and develop creativity using a wide range of techniques.

**Technology:** Elementary students (6 to 10 years) can register for an animation club.

**Cooking club:** Organised for Elementary students, this is a great way to educate students about good nutrition, what's in season, planning and preparing meals, how to pair foods, use utensils and measurements.

**Rhythmic Gymnastics:** this is the perfect combination of sport and art, linking expressive dance steps with skilful manipulations of a ball, rope, ribbon, hoop or clubs.



**Adult courses:** Continuing in September 2019, RIS parents can choose from the popular Modern Dance and Pilates activities early in the morning.

## 22. SCHOOL TRANSPORT AND GREEN FEES

Continuing in September 2019, the number of bus/shuttle routes and lines will increase.

- **Early Years & Elementary:** Morning arrival at RIS - 08:50 / Afternoon departure from RIS - 15:40
- **Middle & High School:** Morning arrival at RIS - 08:25 / Afternoon departure from RIS - 16:15
- Late bus for all students from age 7 upwards - Afternoon departure from RIS - 17:15\*

For students involved in the after-school programme, a late bus is available every day upon request, at no additional cost to existing bus users.

*\*Supervision between 16.40 and 17.15 available at an extra cost.*

These services have proved to be a great solution for parents as they meet the highest safety standards, decrease traffic and CO2 emissions.

Respecting the environment is one of the school's top priorities and this is why the school will be extending the Green Fees for the 2019-20 school year. Under this scheme, RIS will pay a contribution towards the cost of the service, directly to the school's transport provider.

- **500 Euros** excluding VAT for each student that uses the bus or the shuttle both ways for the whole scholastic year;
- **300 Euros** excluding VAT for each student that uses the bus or the shuttle for one-way travel only, to or from school, for the entire year.

Todde Bus will continue to be responsible for organising and operating this service, which is agreed on and reserved for Rome International School students.

## 23. SPECIAL EDUCATIONAL NEEDS

RIS is a selective academic school. As a result we distinguish between General (GLD) and Specific Learning Difficulties (SLD). Specific Learning Difficulties are those which, given sufficient support, do not prevent the student from accessing the curriculum. These include

dyslexia and associated learning difficulties. General Learning Difficulties prevent access to our curriculum, even with support. In the case of SLD, special consideration is provided for all Italian and international public examinations with the aims of equality of access and opportunity.

For Italian exams an educational psychologist's report is required from an ASL (local health authority) registered specialist. Bambin Gesù Hospital is our nearest provider. For international examinations, a certified English translation is required or a report from a private educational psychologist.

The school's Special Education Needs Coordinator is responsible for provision in this respect and is available for parental interviews and consultations.

## **24. SCHOOL COUNSELLORS**

Counselling services (free-of-charge) are available to all students by appointment. Such appointments are confidential (subject to any disclosures required by law).

Counsellors are able to meet students confidentially to discuss and counsel them about issues of concern. The counsellors also make diagnostic lesson observations and have often been able to identify dynamics and relationships that affect learning and advise teachers on how to resolve the problem. Students are briefed by the counsellors during assemblies. Middle and High students may self-refer. Confidentiality is guaranteed (except where a criminal offence may have taken place) and the counsellors can be contacted by writing to: [counsellors@romeinternationalschool.it](mailto:counsellors@romeinternationalschool.it).

Counselling is a person-centered approach to problem solving and resolution. The counsellors will always encourage the referral of medical or mental health issues to the appropriate person in school.

## **25. MEDICAL FACILITIES**

There is a school accident officer for both the Elementary and Middle/High School, always present. A school doctor is on the premises once a week. Parents can request an appointment for their child as required. If a child feels ill during the school day he/she will be assessed by the accident officer and parents contacted if necessary.

## **26. SUMMER PROGRAMME**

Thanks to the school's location and state-of-the-art facilities in one of the most culturally historically rich cities in the world, RIS' summer courses offers a range of creative, academic, sportive and cultural activities for students aged between 2 and 14.

### **Summer Camp (daily from 08.30 to 16.30)**

The summer camp, usually held for four weeks at the end of June, offers a multi-activity programme, whereby children are given the opportunity to develop independence, make personal choices as well as being risk takers, while under the supervision of caring and dedicated staff. We welcome all students to our well-balanced academic and creative programme of activities. The programmes on offer are ideal for first or second language English speakers.

For further information please write to: [summer@romeinternationalschool.it](mailto:summer@romeinternationalschool.it).

## 27. CONTACT DETAILS

### School secretaries

Open for information: 8.00 to 17.00 (Monday to Friday)  
Telephone 06 – 84482650 / 651  
e-mail: [office@romeinternationalschool.it](mailto:office@romeinternationalschool.it)

### Enrolments and Student Services

Open: 08.30 to 16.00 (Monday to Friday)  
Telephone: 06- 84482658  
e-mail: [admissions@romeinternationalschool.it](mailto:admissions@romeinternationalschool.it) (general)

### Personnel Office

Open. 08.30 to 16.00 (Monday to Friday)  
Telephone: 06 - 84482732  
e-mail: [humanresources@romeinternationalschool.it](mailto:humanresources@romeinternationalschool.it)

Partita IVA : 14535271002  
Website: [www.romeinternationalschool.it](http://www.romeinternationalschool.it)

Parents can make appointments with the Section Heads and Programme Coordinators (PYP; IGCSE; DP; Italian Departments) through the school office.

### To be found in reception hall on level 1:

- Electronic notice board updated on a daily basis
- Announcements of coming events
- Applicable regulations to all the personnel
- A small ads communication board for use by our parents

There is also a space reserved for a Trade Union notice board in the hall at level 0.

***This document will be updated yearly, or as necessary, to reflect developments and any changes in the school.***

*Updated August 2019*