



***LEARNING WELL, ENJOYING LIFE, EXCEEDING EXPECTATIONS***

<b><i>Term 2 - Issue 3</i></b>	<b>Wednesday 03 March 2010</b>	<i>www.cisdoha.com</i> <i>info@cisdoha.org</i>
--------------------------------	------------------------------------	---

<p><b>In this issue:</b> ***</p> <p><i>From the Head of School</i> ***</p> <p><i>Learning Opportunities</i> ***</p> <p><i>Rayyan Campus Update</i> ***</p> <p><i>The Learning Environment</i> ***</p> <p><i>The Maths Page</i> ***</p> <p><i>Primary School English</i> ***</p> <p><i>Dutch First Language Programme</i> ***</p> <p><i>IPC - the Early Years</i> ***</p> <p><i>English as an Additional Language</i> ***</p> <p><i>School Buses</i> ***</p> <p><i>General Information</i> ***</p> <p><i>Miscellaneous</i> ***</p> <p><i>Dates for your diary</i> ***</p> <p><i>Mission and Vision</i> ***</p>	<p>Dear Parents,</p> <p>The term is moving on fast and our students have been busy learning both inside and outside the classroom. Several classes in both primary and secondary have been on trips related to their learning and this is an important part of making connections which makes learning real.</p> <p>Our teachers and school leaders have also been learning. Two members of staff attended a Train the Trainers course focussing on Teaching English as an Additional Language. They will use their new skills to train all our teachers and learning assistants over the next few years. Pauline Markey and Sarah Johnson have just returned from the International Leadership and Management Programme and are full of new ideas and real excitement about leading the learning forward at Compass International School.</p> <p>The new School Social Committee, under the leadership of James Honey, organised a splendid family BBQ at the Gharaffa Campus. The turnout was excellent and there were plenty of exciting and fun activities for all the family. Thank you so much to everyone who helped out to make this first event such a great success.</p> <p>The secondary school are about to leave on their Oman Expedition and I would like to thank Mr. Cottenden and his team for organising what is sure to be an exciting adventure. Mrs. Markey and the Year 6 teachers will be taking Year 6 students for an outdoor activity programme in Fujairah, a real character building experience for all those taking part.</p> <p><b>John Todd</b> <b>Head of School</b></p>
---	--



*An international school located in the State of Qatar owned and managed by Education Overseas Qatar LLC (CR No. 33520)*

## Learning Opportunities

We will be giving you regular LEARNING OPPORTUNITIES and hope that you will use these opportunities to find out more about the programmes we offer at school.

LEARNING OPPORTUNITIES for parents in March include:

- Primary School Presentations of Learning
- Mathematics Super Learning Day at Gharaffa
- Primary School Declamation Contest
- Primary School Show
- Year 9 Reports
- Secondary School Reflective Review Week
- Secondary School student learning consultations
- CIS Doha Model United Nations
- Professional Development Library available for parents to browse in the Gharaffa Library.



## Update on Building at the Rayyan Campus

I am pleased to be able to report that we are making progress on the Rayyan Campus developments. We are moving forward with the planning process to develop the sports hall and classroom block. This is to extend our provision in the Rayyan campus to include some primary and secondary learning from September 2010. We are continuing to work to ensure that we offer a full set of IGCSE options to our current Year 9 students (who will be in Year 10 next year).

## The Learning Environment



Over the last few weeks at Compass the students and teachers have been thinking about the Learning Environment. In particular, how learning is celebrated through displays. The students have been producing some amazing work and it is important that this is showcased for all to enjoy. You are invited to take a walk through the public areas of the school and talk to your child about the learning that has taken place and what can be seen in the displays. You will notice that displays at Compass now incorporate photographs showing the processes and steps involved when learning a new skill and putting together a finished piece of work. Photos show how learning is consolidated through field trips and how students work collaboratively together. You will also notice individual statements from the students. These statements record how a student felt about a piece of work and include comments on what they learnt.

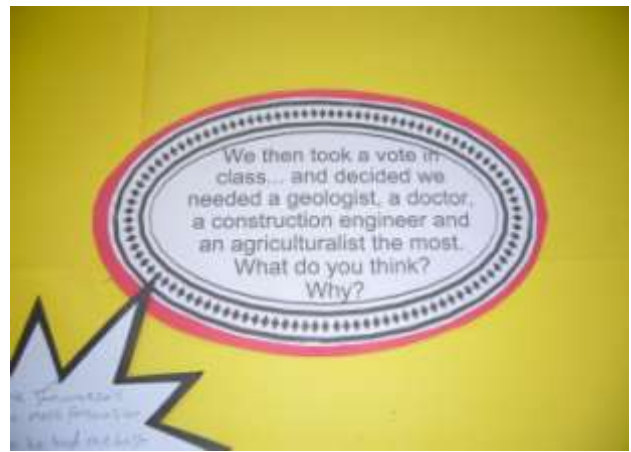
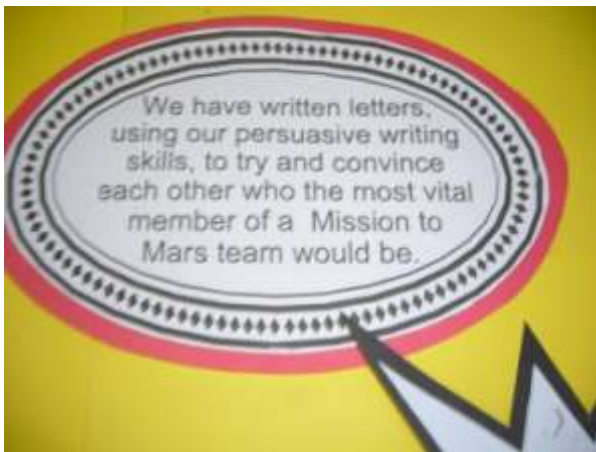


Here, Early Years 2 have been working hard in the garden taking care of the plants as part of their unit on Flowers and Plants. Pop along and see if you can answer some of the questions on their display and test your knowledge. Do you recognise anyone in the photographs?

Milepost 1 has included speech and think bubbles on their display. Pop along and read what your child now understands about light and shadow.

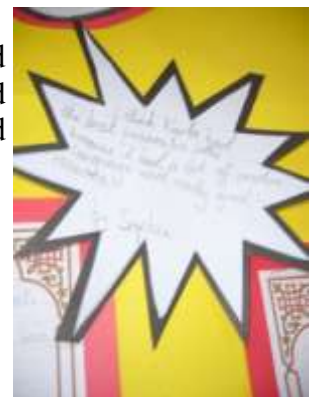


Milepost 2 have been studying Volcanoes. You are invited to read the students' comments about their learning and make your own comments about the display. The students love receiving feedback on their learning!



Milepost 3 "Mission to Mars": who would you take to Mars? Come and read the persuasive letters included in this display. The students have reviewed each other's letters and given feedback as to which is the most persuasive and why.

*Sarah Johnson*  
*Head of Learning*



## Welcome to the Maths Page!

What has been happening in maths?

In each newsletter, I will be showcasing the learning that has been taking place in a different Milepost. This edition, it is the turn of Milepost 1. As you can see from the pictures below, there has been a lot of fun and exciting maths learning taking place.



Mrs. Taylor's class had fun programming their robotic Bee Bots when learning about Position and Movement.



Maarten has made a sequence out of pasta and now he is painting it in a nice pattern. Mrs. Parenteau's Year 2.



Mrs. Harrison's shape factory, where the children made a shape man using an assembly line.



3D shape making in Miss Jones' class



Fun making 3D shapes with polydron. Mrs. Breitenbach's Class.



Year 1 Holland students exploring with 3D shapes. We looked how many sides, edges and faces these shapes had.



Undertaking practical Mathematics activities during our unit on Measurement. Mr. Jose's class.

Thank you to all the parents who came to the Maths presentation morning. The information sheet handed out on the morning, along with photographs from Super Maths Day will be published on the website .

### Dates for your diary:

**Wednesday 3<sup>rd</sup> March** – Maths Super Learning Day.

The theme is **Compass—Position and Direction**. As it is World Maths Day too, all children may come in their national costume!

*Any volunteers or ideas would be welcomed!*

Did you solve this brain teaser created by Bassel Abdelbaki from Year 6 Burchell?

1. How many turtles can Jeff get with his money?
2. How much food can he get?
3. How much money will he have left?



#### Estimation:

4 turtles at QR3 == QR12

2bags food at QR2==QR 4 Total will be 16 QR So +- QR 2 left.

#### Working out:

$3.30 \times 4 = 13.20$

$2 \times 2 = 4$

$13.20 + 4 = 17.20$

$20.00 - 17.20 = 2.80$

**Jeff can get 4 turtles, 2 bags of food and will have QR 2.80 left over.**

#### **This week's problem by Ariana and Dorien;**

Compass School needs new desks. They have a budget of QR 1247.67 which they can spend. Each desk costs Q12.00. How many desks will they be able to buy?

At exactly 6 o'clock, Mr. Todd moves the little hand of the clock to the place where the big hand was and the big hand of the clock to the place the little hand was. What time will it be then? (answer next month)

Wendy Daley  
Learning Improvement Leader for Maths

## Primary School English

I would like to introduce you to something new which is happening to improve reading at Compass.

Over the next few weeks, we hope that you will hear your children talking about **ERIC**. This is not a new boy in their class, but something new which has been introduced to their timetable!



It stands for **Everyone Reading In Class**, and what it means is that this will be set time dedicated purely to reading and reading-type activities. There are many benefits for the children and the teachers.

Because the Literacy teaching we do here is very structured, teachers need to focus during the lessons on supporting children on the tasks they have been set. This means sitting down with groups and individuals and being actively involved with helping them to learn how to improve their work. Therefore, teachers cannot dedicate enough quality time during the lesson to hear children read.

During ERIC time, the teacher can focus purely on reading, which gives the children much more input.

Although ERIC is still in the very early stages at school, I asked some of my students for their comments about it:

*Mohammad Abdul Halim:* "I like ERIC because I like to read."

*Armand Blignaut:* "ERIC is good because when I am at home I like to go out and play rather than read, but during ERIC time it makes me sit and read!"



*Margaret Pilkington*

*Learning Improvement Leader for English*

## Dutch First Language Programme - Reading

Every Sunday afternoon all our NTC students from Year 2 onwards come together to visit our Dutch Library where they develop their reading skills and their enjoyment of reading.

In Holland, students make a start with developing their reading skills in Year 2 and receive six hours of reading a week. We offer a reading programme of three hours, so every half hour counts. On Sunday afternoon, children in Year 2 read in three different level groups. They work with a well known method in Holland called "De Leessleutel".



When children have achieved a certain level of technical reading skills we introduce comprehensive reading. During these lessons children learn six basic strategies

1. Predict
2. Clarify
3. Make connections and recognize conjunctions
4. Summarize
5. Ask questions
6. Visualize

We use different resources to make comprehensive reading fun and challenging.

*Speurneus*: This method uses reading cards with different subjects. It is mainly used for children in Year 3 and good readers in Year 2.

*Estafette*: This method offers small reading books with workbooks. After reading a chapter, children work on two pages in their workbook. It is a very structured method and offers many different reading levels.

*Nieuwsbegrip*: This method develops different comprehensive reading skills and enjoyment for reading. Every week, we can download these lessons from the internet. Children can choose from different subjects and levels. The subjects are appealing and focus on current news and events.

Recently a new version of *Nieuwsbegrip* has been developed. *Nieuwsbegrip basics* only focuses on non-fiction texts, that is why it is not a complete comprehensive reading program. The new version *Nieuwsbegrip XL* offers different texts like poetry, advertisements and reviews and on the website children can expand their vocabulary and writing tasks.

To make sure our children make good progress and practice their reading on the right level we use the reading tests from CITO, a test system used by 80% of the schools in The Netherlands.



*Christa Sterk, Dutch Coordinator*

## International Primary Curriculum - The Early Years

The International Primary Curriculum (IPC) for Early Years is designed to enhance learning for children between the ages of three and five years and is the beginning of their IPC learning journey. At the very heart of the IPC Early Years Programme is clarity about what children should learn. The programme consists of 16 units of work, each based on a theme chosen to appeal to young children, and give teachers the framework to design classroom activities that let children achieve or exceed the learning outcomes and have fun. For example, Early Years 1 have completed units such as *Let's Pretend* and *Sand and Water*, whilst Early Years 2 have completed units such as *Treasure* and *Plants and Flowers*.

After the excitement of the Entry Point, children learn through four learning strands, which are designed to give all children access to a broad and balanced curriculum, and include an International aspect.

The learning strands are:

### *Independence and Interdependence*

Children learn to develop knowledge, skills and an understanding of their own personal strengths, rights and backgrounds. They also learn to develop these in terms of diversity, relationships with others and interpersonal skills.



We found a treasure box in our classroom and had to try and identify to whom it belonged. Noortje pulled out a treasure map and is learning to identify and use information from a variety of sources (exploring).

### *Communicating*

Children learn to communicate in a variety of ways using language skills in different contexts. They learn to use words, pictures, numbers, sounds and ICT to communicate their thoughts and ideas.

### *Exploring*

Throughout this learning strand, children learn to take responsibility for their own learning as they begin to explore their surroundings. They participate in various activities which are designed to develop their curiosity and inquisitive nature through play and observation.

### *Healthy Living*

Children develop their knowledge, skills and understanding of how to keep themselves healthy as well as making positive choices which contribute to self-help and self-care. They learn to express their emotions and needs as they face a variety of experiences and learn to cope with changes.



During the exit point to our unit on Treasure we went to the beach. Cheyenne and Ehan are making use of one practical language as they try and find the buried treasure (communicating).



Concentrating on road safety (healthy living)

At the end of each unit, children reflect on their learning and there are opportunities for assessment. Children will have had experience of learning through different learning styles and activities with an international dimension.



Having fun with role play (independence and interdependence)

Learning through play is an essential part of children's learning and early development and the Early Years Programme helps children develop the skills and attitudes they will need both at this level and throughout a lifetime of learning.

*Mrs. McLean and Mrs. Rebollo - Early Years Teachers*

*Ann Djedid, Learning Improvement Leader, International Primary Curriculum*

## **English as an Additional Language**

Recently, the Learning Improvement Leader for English, Margaret Pilkington and I, travelled to London to attend a tutor training course called **Teaching ESL Students in Mainstream Classrooms**. Margaret and I are now both trained tutors who will pass on our skills to other Compass teachers in primary and secondary school. (ESL means **English as a Second Language**, but we know that for many of our students English may be the third or even fourth language and so we talk about EAL or **English as an Additional Language**)

The aims of The Teaching ESL Students in Mainstream classrooms training are to:

- Develop teachers' awareness of the need to take into account the cultural and linguistic diversity and experiences of EAL students and ways in which this can be done.
- Develop teachers' understanding of the central role that language plays in learning and developing teaching practices which can be used across the curriculum to address the language related needs of EAL students and native speakers in an explicit manner.

- Provide a positive context for teachers to reflect critically and openly on their teaching and to trial suggested strategies.
- Develop collaborative working relationships between all teachers by having a shared understanding of how to support EAL students.
- Promote whole-school approaches to address the learning needs of all students and to promote good teaching practice.

Teachers will take part in 25 hours of training, which will involve a balance of theory and practical activities that will further improve the learning of the children in the classroom. Many of the activities used will benefit students who have English as their first language and so provide opportunities to challenge students at all levels of learning.

*Lorraine Maher, English as an Additional Language Coordinator*

This has been an exciting month in the Primary School EAL Department! Year 6 have been busy working on their IPC topic 'Black Gold', as well as continuing our work on fact finding and improving our comprehension skills. In Year 5, we have made space-ships and written about space aliens that we might encounter on our 'Mission to Mars and Beyond'. Year 4 have been exploring volcanoes and earthquakes in IPC, and so we have been finding out internet facts about Ecuadorian volcanoes and the 1906 San Francisco earthquake, as well as 'How to Survive an Earthquake'. Year 3 have been appreciating types of artwork, whilst Year 2 have been photographing the school environment and learning how to talk about it. Year 1 have been using our Learning Rods resource pack to sing the vowel sounds, and to build words and sentences.

*Mike Glover, EAL Teacher*

### **School Buses**

Our school bus service is run by TriLogistics and full details can be found on the website at [www.cisdoha.com/Students/BusService](http://www.cisdoha.com/Students/BusService) A new committee has been set up to liaise with the bus company and to give them feedback about the service.

For parents who have children at both campuses, we are running a bus to help.

### **General Information**

**Arrival Time** The school gates open at 7.00 AM and staff are available in covered areas to supervise students. The bell rings at 7.20 AM and students may then move to their classes. Please note that school starts at 7.30 AM and children are expected to be in their classrooms ready to learn by then. We do understand that traffic in Doha can be a challenge, but arriving late can not only disrupt your own child's learning, but also the learning of other students. Please make sure that your children arrive at school on time.

**Absence** If your child is absent from school for any reason, please inform the Class Teacher / Form Tutor or call the school office. This should be done before the event in the case of a planned absence (e.g. holiday / visit to the dentist). For sickness, or other unplanned absences, please send an explanatory letter when your child returns to school.

**Clothing** We do expect all students to attend school in the appropriate school uniform. Please ensure that all items of clothing and other personal belongings are clearly labelled with your child's name. Personalised iron-on labels are available from Zaks, the uniform suppliers.

<b>Swimming</b>	Swimming is part of the school curriculum and children should be reminded to bring their swimming costume and a towel.
<b>Snacks</b>	Please provide your child with something healthy to eat at break times (e.g. fruit, cereal bar, etc.) in a suitable container marked with their name. Please provide drinks in containers other than glass, which can be dangerous. Children are encouraged to drink water during lessons to ensure that they remain fully hydrated for optimal learning.
<b>Sun Safe</b>	We operate a NO HAT - NO PLAY policy. Make sure that your child brings their hat to school otherwise they will not be allowed onto the field to play. Please ensure that your child knows that they need to drink regularly to remain properly hydrated in the hot weather.
<b>Lost property</b>	There is a lost property box in the security office by the gate at school. If you lose something, please check there in the first place. There are many items waiting to be claimed.
<b>Parking</b>	Please take care when parking at the start and the end of the school day and ensure that you follow the instructions of our security personnel. The car parks in front of the Gharaffa Campus are for the use of school buses and staff only. Parents are asked to use the roadside parking areas at the Rayyan Campus and the land next to the school at the Gharaffa Campus. Please do not park opposite the Gharaffa Campus entrance as this upsets our neighbours.
<b>Before School</b>	Students at Gharaffa may wait in the tented area inside the gate from 7 AM. Two members of staff supervise the students and the students are expected to sit quietly and sensibly at the tables whilst waiting for school to start.
<b>Sun safe</b>	The weather is very pleasant and we are allowing all students to play outside at both break times. We do review this daily, particularly for our younger students. It is vital that whenever students do go outside they wear a hat—this includes walking into and out of school. Our School Nurses will speak to every class in the school about the importance of drinking water throughout the day. Please continue to talk to your children on this subject to avoid any problems in the hot weather. If school hats are not available from the uniform shop, please ensure your child wears a different hat. We rigorously enforce our <b>no hat - no play</b> policy.

### **Email Communications**

If you did not get this newsletter by email, then please speak to Mrs. Helen Stevenson ([gharaffa@cisdooha.org](mailto:gharaffa@cisdooha.org)) or Mrs. Kay Tilley ([rayyan@cisdooha.org](mailto:rayyan@cisdooha.org)), our School Secretaries, and we will add you to the mailing list.

## Miscellaneous

We are always available to consult with parents about your children, so please do not hesitate to contact the school if you have any queries. If you do wish to speak to your child's Class Teacher, the Head of Campus or the Head Teacher, then it is advisable to make an appointment. Teachers cannot come out of classes except in an emergency. Your cooperation in this area is appreciated.

Head of School: Mr. John Todd [head@cisdoha.org](mailto:head@cisdoha.org)  
Telephone: +974 6869304

### *Gharaffa Campus:*

Head of Campus: Mrs. Pauline Markey [p.markey@cisdoha.org](mailto:p.markey@cisdoha.org)  
Secretary: Mrs. Helen Stevenson [gharaffa@cisdoha.org](mailto:gharaffa@cisdoha.org)  
Telephone: +974 4877 445 Fax: +974 4877 446

### *Rayyan Campus:*

Head of Campus: Mr. Julian Cottenden [j.cottenden@cisdoha.org](mailto:j.cottenden@cisdoha.org)  
Secretary: Mrs. Kay Tilley [rayyan@cisdoha.org](mailto:rayyan@cisdoha.org)  
Telephone: +974 4414288 Fax: +974 4877 446

School Website: [www.cisdoha.com](http://www.cisdoha.com)

Thank you for your continuing support.

**John Todd**  
**Head of School**

## Dates for your Diary

Copies of the calendars for the term are available to download from the News & Info section of the website.

### Gharaffa Campus

### Rayyan Campus

*Week 8*

**March 2010**

Wed 03 Presentations of Learning  
Super Learning Day - Maths  
School Newsletter

Thu 04 Yr 5 / 6 Athletics  
Presentations of Learning  
Yr 4 Sleepover

Sat 06 Yr 6 Overseas Trip (Sat – Tue)

*Week 9*

Mon 08 Staff Meeting 1.45 PM - 2.4PM

Wed 10 Presentations of Learning  
Yr 3 / 4 Football (B&G)

Thu 11 Presentations of Learning

*Week 10*

Sun 14 Coffee Morning 7.45 AM

Mon 15 Staff Meeting 1.45 PM - 2.45PM

Wed 17 Presentations of learning  
Yr 5 overnight camp

Thu 18 Presentations of Learning

*Week 11*

Mon 22 Staff Meeting 1.45 PM - 2.45PM

Wed 24 EY / MP1 Declamation Contest Finals 8 AM  
MP2 / MP3 Declamation Contest Finals 9 AM

Thu 25 Presentations of Learning  
ECAs finish  
Family Film Night 5 PM

*Week 12*

School Production Week

Mon 29 Dress Rehearsal

Tue 30 Daytime performance

Wed 31 School Newsletter  
Evening Performance

**April 2009**

Thu 01 Term Ends 1.30 PM

*Week 8*

**March 2010**

Wed 03 School Newsletter

Fri 05 Oman Expedition departs

*Week 9*

Mon 08 UN – International Women’s Day  
Staff Meeting 13.45 - 14.45

Fri 12 Oman Expedition returns

*Week 10*

Mon 15 Staff Meeting 13.45 - 14.45

Wed 17 Student Council meeting

*Week 11*

Sun 21 ‘Reflective Review’ week  
World Poetry Week

Mon 22 Staff Meeting 13.45 PM - 14.45PM  
UN World Water Day

Wed 24 Student learning Consultations with parents  
14.00 – 17.30  
ECAs finish

*Week 12*

Mon 29 CIS Doha Model United Nations

Tue 30 Year 9 reports issued

Wed 31 School Newsletter

**April 2010**

Thu 01 Term Ends 1.30 PM

# **Compass International School Doha**

## *The School's Mission Statement:*

**Learning Well, Enjoying Life,  
Exceeding Expectations.**

## *The School's Vision Statement:*

**To be a successful school, recognised  
around the world for excellence.**

## *The school's Definition of Learning:*

**Learning is making connections  
between new and existing knowledge,  
skills and understanding to adapt to  
our changing world.**