

FAME

Assessment Report



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Introduction

Name	The Royal British International School (RB)
Founded	2019
Location	New Cairo, Cairo, Egypt
Website	theroyalschool.online
Facebook page	https://www.facebook.com/RBIntSchool
School principal	David Meaker David.meaker@royalbritish.org Admissions Officer admissions@royalbritish.org
Number of students	340
Nationalities	Egyptians, dual nationals and 5% expats
Years of Study	Early Years to Year 12 (A Levels)
Teachers	ALL teachers have a UK qualification
Curriculum	National Curriculum of England and Wales



The Royal British International School (RB) opened its doors to students in 2019. The school is situated in New Cairo, an attractive, well-developed area of the city of Cairo. The campus has a welcoming feel. It is well equipped, and its use of renewable energy makes it a leader in this regard.

RB is growing steadily and currently has 340 students, 45 academic staff and 50 administrative and support staff. The school educates students from Nursery (2.6 years of age) to Grade 12 (age 18). It closely follows the British National Curriculum and fosters a 'whole-child' approach involving exposure to a range of learning activities including mastering new skills through its extracurricular programme. The students also have opportunities to play musical instruments and to develop valuable social skills.

Evidence for the current assessment was collected by visiting the school campus in person, which included face-to-face interviews and discussions with the management team and members of staff. The assessor visited the entire premises including most classrooms and other special teaching areas, conducting a series of class observations to analyse the teaching methodologies. Legal documents and permits were verified and discussed, where applicable.

FACILITIES

The Royal British International School (RB) is a new school located in one of the most developed areas of Cairo called New Cairo. The school aims for a student body of around 1140 students. In its first three years of activity, the school has reached almost 350 students.

Dedicated rooms for art, design technology and science labs are all well-equipped. So is the ICT suit, the music room with a range of instruments and the theatre used for school gatherings and assemblies. A football field, basketball, tennis and squash courts are all well equipped to provide training in the safest environments. Every classroom is equipped with smart boards which are used effectively for all ages. Desks and chairs are modern and comfortable, allowing for proper concentration whilst studying.

The library, organized by student age, includes a dedicated reading area with tables and chairs. The school has a cashless cafeteria that serves a range of healthy food, such as freshly made wraps, sandwiches and drinks. Children in Grades 3 to 12 may use the cafeteria at break and lunch times or bring a packed lunch. The food at the cafeteria is provided by an outsourced company, although the school might consider employing a chef for cooking hot meals daily, at the parents' request. The menu is designed to provide healthy food choices and help kids develop healthy eating habits. All money transactions are made using "Spare Watch", which permits cashless transactions between students and cafeteria.

Parents will find the building welcoming, spotlessly clean, with spacious classrooms that have either outdoor access (for Early Years students) or big windows, that allow plenty of sunlight whilst studying, for the older students. We

know the benefits of sunlight as a source of energy and concentration during teaching and learning; natural light also helps the school reduce its energy consumption.

The Royal School is unwaveringly dedicated to becoming an environmentally friendly school, by adopting various means of raising awareness towards becoming a nature-aware society. The campus is powered with solar panels and a sustainable energy system, making the Royal British International School one of the first schools in Egypt working to protect the environment by reducing pollution. The students grow up in an environment where the use of green energies happens naturally. RB inspires its students and their families to become environmentally responsible by: going paperless, prohibiting on-campus smoking, setting up recycling bins, avoiding the use of plastic, creating a bird-friendly habitat round playgrounds and recycling newspapers and magazines by reusing them in design projects. Therefore, they become first-hand practitioners of environmental custodianship. The school has parking facilities with BEV charging stations for electric cars.

The school's website lists a series of other activities on offer to get students acquainted with becoming environmentally responsible. They encourage environmental responsibility not only on the campus, but in all aspects of students' lives. Such activities include the three Rs (recycle-reuse-reduce) and paperless communication by an effective use of the IT system called Engage. Additionally, students are taught to unplug appliances which are not in use. There are many more you can read about here: <https://theroyalschool.online/facilities/>

The school has a swimming pool. It is used not only for typical PE swimming lessons, but also to learn kayaking. Such classes result in real kayaking on the Nile on weekends. There are also courts and fields to practice sports such as squash, tennis, football, basketball, handball etc.

The school has ramps and lifts in place to facilitate access for those students with limited mobility. The lift isn't just used for mobility; it is used to study weight and speed in Math classes.

For the young learners, two toilet facilities are located inside the classroom, providing safe and close by access. Older students can find toilets outside their classrooms. There are separate facilities for girls and boys, which are well indicated on every floor. Washing facilities, soap, disinfectant and the changing rooms for various sports are all spotless, tidy and at the proper height for the children. After using the swimming pool, warm showers are available. For safety reasons, access to the swimming pool is always locked; only members of staff can open the doors before the lessons under direct supervision of the teacher and pool staff (lifeguards, for example).

Safety on premises is ensured via a tall stone wall. It has an automatic locking system and a specialized security alarm. RB hires full-time security guards; there is always a guard on duty. Security cameras cover the school premises and the area outside the school. As part of their security plan, only people with a verified

school badge can enter the school premises. Outside of school hours, parents can request a badge for their nanny, driver or any other designated person. All entrants must show their school badge and are required to always wear it while on school premises. This rule is valid for all school personnel as well. Visitors are required to leave a picture identification (ID) at the school entrance and obtain a Visitors' Pass which must be visibly displayed while on school premises. On corridors, during school time, bus monitors are trained to provide additional supervision and intervene in case of an accident or incident.

The school provides transportation for students to and from many areas of Cairo. Buses are 12-seater, clean and modern and there is a trained bus monitor on each bus who ensures safety for the students, monitors behaviour and keeps communication active between the school, students and parents under the supervision of a Bus Coordinator.

There is a clearly marked Clinic on school premises. It features an examination room, and an additional room with a bed for students. A general practitioner doctor works on-site on a full-time basis. The doctor provides first aid when needed and advises parents about further visits to specialist doctors when such consultation might be needed. All students' health forms are available online at all times and communication with the parents, as well as reports on incidents are done via Engage. Each student has a health form available on Engage, which the doctor can access for either consultation or to add in extra information. In addition, a few members of staff have professional training in first aid and CPR. Parents have the opportunity to request that no medication is given to their children. Some vaccination is mandatory for students, and it is clearly indicated on the admission form.

ACADEMICS

The Royal British International School (RB) is a British school in New Cairo that teaches the British National Curriculum for children aged 2.6–18. Their academic year runs from September to June, following the schedule of the Ministry of Education.

In the Foundation Stage, Reception children are taught the UK Early Years Foundation Stage (EYFS), Development Matters curriculum following a child-centred play-based approach. English and Maths are taught in tandem with a thematic and creative based curriculum approach. The Foundation Stage supports children in reaching their Early Learning Goals in preparation for their journey into the Primary School.

Primary School consists of Key Stage 1 (UK Years 1 and 2) and Key Stage 2 (UK Years 3 through Year 6). In the Primary School, RB's approach is aligned with the National Curriculum of England and Wales. The curriculum employs a global approach that helps children connect learning to where they are living and to view learning from the perspectives of people in other countries. It is structured into mileposts over Years 1 to 6; children aim to achieve specific age-related learning goals, in all core subjects.

In Year 6, students will sit the Pearson iPrimary Examinations to provide an overview of progress and achievement as they start Secondary School in Year 7. Such examinations take place toward the end of the academic year, in the month of May.

Secondary School consists of Key Stage 3 (UK Years 7 to 9), followed by Key Stage 4, which commences in Year 10 when students concentrate on their eight IGCSE subjects. Students study and sit IGCSE examinations in 5 subjects in Year 10 and a further 4 in Year 11. Year 11 is when students start studying for their A levels. In Secondary School, students follow the English National Curriculum and work with specialist teachers in each subject they study. In keeping with the British preparatory school philosophy, this early experience of having different teachers for different aspects of the curriculum – within a known, secure environment – is designed to fully prepare the children for success with the demands of secondary schooling.

In Secondary School most lessons are delivered by the Class Teacher. Specialist teachers provide learning in PE, Art, Drama, Music, Computing, Languages, and Modern Foreign Languages (French and German). Building upon specialist art lessons that are part of the curriculum, a wide range of drawing, painting, modelling, ceramics, crafts, video, and photography clubs are offered. Special theme days see the children work together on visual arts projects. As a result of these activities, the walls of the classrooms are decorated with a great range of the children's creative work. All subjects are designed to develop students' soft skills, critical thinking and interpersonal communication skills that are needed to succeed in our ever-changing world.

A special subject called Global Perspectives is embedded in the Key Stage 3 curricula. The school believes that this subject will broaden the students' horizons and knowledge of global culture, while developing an appreciation and respect for the local culture. In addition, Egyptian nationals are required to study the Egyptian National Curriculum for Arabic, Religion studies and Social Studies.

The curriculum employs specific learning goals in each subject and personal development goals. The curriculum applies a global approach that also helps students connect learning to where they are currently living, and view learning from the perspectives of people in other countries.

The school uses a range of highly effective resources to deliver an up-to-date curriculum. This is done in conjunction with educational apps that support learning outside of the classroom. Some examples are: Pearson's Active Learn Primary, used for Maths, Reading and Science; free access to Oxford Owl to encourage reading; the PE Hub which offers PE teachers a great range of resources to make their PE lessons engaging and creative; Music Express which offers a variety of online digital solutions; Learning Ladders Portal via which teachers report every child's progress in a timely manner and parents can access to see exactly what their child has achieved or what they might need help with; Tapestry- an excellent EYFS Portal via which teachers record their student's learning in the early years and can also serve as an online achievements portfolio for the end of FS2.

One of the most interesting aspects of teaching at RB is the academies embedded in the school's curriculum. Such academies are Sports (squash, golf, kayaking and tennis) Art and Music. All KS2 and Secondary pupils have a 2-hour session per week allocated on their timetable for academy time. For golf, RB is collaborating with the Kattamaya Dunes Golf Club at the Westin Cairo Golf Resort, and for squash RB are collaborating with Black ball. Students are taken by school bus there and back. Other sports, such as squash and tennis, hire Egyptian champions who train the students at the highest standards.

The Royal British International School employs highly qualified, UK trained teachers. Should the teacher not be a British national, the requirement of a UK qualification remains. We can report that all teachers have a QTS (Qualified Teacher Status), independently of their nationalities. This is a legal requirement to teach in the UK, awarded by the Teaching Regulation Agency. Thus, if any of the present RB staff wish to work in the UK, they would be qualified to do so. This demonstrates the high standard of teachers' preparation at this school.

As RB operates under the umbrella of the Egyptian Ministry of Education, part of the curriculum is the teaching of Religion Studies, Social Studies and Arabic. To teach Arabic, the school employs the Abjad methodology in early years, one of the most efficient ways to learn this complex language. Situations may occur that students at RB are either foreigners or Egyptians who, for whichever reason, may decide not to study Arabic. In such cases an exemption certificate is requested from the Ministry of Education. The school can help follow up with the procedure.

ABRSM

When it comes to Music, students can take it up as part of the Music Academy, which operates the same way as the Sports Academy. This is not an

Extracurricular Activity; it is embedded in the student's timetable. Students can opt to join the schools' various bands: primary, secondary or the whole school band. The Music teacher is from Australia. The children that pass exams are awarded certificates from the Associated Board of the Royal School of Music.

As RB emphasizes the study of two foreign languages from Primary- French and/ or German- children get to pass their DELF, one of the most valuable internationally recognised certificates which demonstrates their level of French anywhere and a Goethe-Institut Zertifikat for German, respectively.

Planning

Work schemes provide the structure and learning goals for the curriculum. Learning goals are taken from the National Curriculum of England and Wales. Weekly planning provides the teaching focus for each lesson, including differentiation, resources, and assessment. These are continually adapted to meet the needs of the students based on continual teacher assessment and reflection. There is identifiable structure and progression through both subjects and Key Stages to build on students' knowledge, understanding and skills. The Heads of Primary and Secondary ensure quality by formal and informal observations, discussing lesson plans and objectives on a weekly basis.

RB has subject coordinators and Team leaders who lead and guide their subjects' or departments' curriculum. These coordinators hold regular meetings to discuss, monitor and review the curriculum. Teachers meet across Key Stages; there is evidence of training and moderation to share best practices and effective strategies for teaching and learning.

Teachers are aware of the objectives their students need to reach by the end of the school year, and also term and weekly objectives. They meet weekly to discuss student progress and decide, with their team leaders, on the best outcomes. All teachers use a yearly planner. At all times they have a lesson plan on hand to present to the coordinators, if asked. However, teachers are encouraged to be creative and have freedom to choose their own styles. They update daily, or at least weekly, achievements in Learning Ladders. Both progress and delays are reported, which become available to parents for their understanding of their child's academic situation.

Lessons

The Royal British International School provides an excellent student to teacher ratio, with class numbers at a maximum of 20 in EYFS and 24 in the other years. They are cared for by a nanny, a Teaching Assistant and a Teacher, in Foundation Studies, followed by a TA and a teacher up to Secondary. Children receive personalised education where they can be challenged or supported in specific ways to meet their needs. In EYFS students can sit on carpets or chairs; they have immediate access to safe outdoor facilities. Different stations are positioned around the area for them to explore and learn through play. Starting from Primary, fast learners have a series of ready-made activities available to them upon completion of requested tasks. These activities are put together by each teacher and labelled with their degree of difficulty. Students can choose the level of challenge they feel most comfortable to undertake. Slower learners have the possibility of working with the help of the TA.

Observing lessons, we found evidence of strong relationships, collaboration and respect between teachers and students. In some lessons, the children work together in smaller groups (via break-out rooms) to discuss questions, then re-join the main class to share what they have learned. There was strong classroom management from all staff. Clear expectations were set and understood by all. In the Y6 lessons, teachers reinforced the expectation of using the hands-up function to take turns to speak and listen to peer responses. Lesson objectives are shared and discussed both on screen and in digital notebooks. Students' thoughts and opinions are valued; high expectations are set for all to achieve. For example, in a lesson on social media, children were given the opportunity to add to the discussion based on their prior experiences. Many different teaching techniques and digital tools were observed, providing interactive and collaborative learning. All children, from Y6 on, have digital notebooks for schoolwork. These are used to record their work. Teachers mark their work and provide feedback in these notebooks. Not only are digital resources employed, but the school encourages the use of physical books and resources to enhance learning. Families are provided with a list of resources to enable children to make use of physical resources. Examples include textbooks, reading books, whiteboards, stationery, and crafts to enhance their online learning experiences and participate in project-based work. The children are not only expected to be able to use technology to present and complete their work, but to submit written work and create projects. The IT department ensures that students and parents have access to all the students' work and teachers' recorded lessons and resources.

During lessons, it was evident that teachers are aware that they need to balance providing high quality lessons with appropriate screen time. Within lessons, teachers reinforce the importance of recess to encourage the children to go outside and get some fresh air.

Not only is there a focus on the importance of delivering high quality education; teachers also work to ensure that student's emotional well-being is supported.

To enhance learning experiences, RB organises different events to support global learning and international awareness. An example was the Platinum Jubilee celebrations. The school aims to continually introduce new resources to deepen and enhance student's experiences to create a sense of belonging. The Royal School House System, in which students represent four different houses differentiated by names and colours, builds a sense of pride and identity.

Assessment

During the school year, there is an assessment schedule used to assess and monitor students' progress. Teachers use a variety of summative and formative assessments to monitor and track the students' progress. All these results feed into a whole school assessment tracking system. In Primary this is called Learning Ladders Portal, where students' progress is tracked against subject objectives, in EYFS it is via the Tapestry Portal. Teachers are trained in the use of all assessments and take part in moderating students' work to ensure continuity and consistency of marking and assessment. Parents can easily understand what their child has learned, their children's strengths and weaknesses.

Teachers use all this information to help inform future planning and target setting, both for and with the students. The marking of student's work is thorough; work is graded against lesson objectives and comments are provided as feedback. Children use these lesson objectives to self-assess their work. At the beginning of lessons, there was evidence that children review their marked work and were given the opportunity to discuss their work and clarify their understanding with the teacher.

RB promotes the importance of both a strong community and a well-connected family-school relationship. Parents can meet with their child's teacher upon request to discuss progress and next steps. Parents receive formal written reports within the school's assessment cycle. They also participate in two Parent/Teacher conferences. These are actually 3-way meetings because students are also included. Students are encouraged to present what they have achieved, while parents can ask the teacher questions; the teacher can add all information needed to give a complete overview of the child's progress and achievements.

To celebrate successes, students are awarded monthly certificates for accomplishing Royal School Values, as well as other educational achievements in a weekly assembly, e.g., the Shining Star Award.

In broader school life, in addition to subject specific achievements, students get Dojo points and House points, all of which contribute to motivating and encouraging them.

EAL

The language of instruction of all lessons is English. Children require an age-related standard of English to access the curriculum and take part, socially, in the school community. The school can support EAL learners with additional sessions, outside of the curriculum, to develop and support students' language skills. This improves their ability to access the curriculum and develop their social and emotional skills and wellbeing. Within lessons, teachers provide support for EAL children through differentiated resources, and platforms to support and practise language skills and development outside school time.

SEN

The expertise and experience of their teachers allows The Royal British International School to cater to a range of SEN needs. The qualified SENCo leads a team of Learning Support Teachers and Assistants to provide regularly assessed and reviewed specific support for identified students. The key requirements are that (1) children can access the curriculum offered without the need for specific 1:1 support during live lessons and (2) are able to work within an online environment without the requirement of 1:1 support outside of their age-related requirements. In some cases, a shadow teacher is required to accompany the child during lessons. The cost of such extra support is borne by the parents.

Beyond the curriculum

Beyond the curriculum, RB provides a long list of after school activities. This gives the children the opportunity to explore, and be involved in, experiences beyond the curriculum.

Teachers have an excellent rapport with their students. They not only have an educational interest in the children but are aware of their homelife situations. Teachers are aware of children's out of school activities and hobbies.

MANAGEMENT

For this assessment we interviewed: the Whole School Principal, the Primary Principal, the Secondary Principal; a selection of teachers; Dean of Admissions; Admission and Marketing Director; Managing Director and the Chairman of the School Board Eng. Amr Kamal el Din. The team is friendly, approachable and fully answered all questions. The team has created a shared purpose; they all believe in the RB vision and its potential. They are all highly qualified educators and heads of school with extensive international experience in both brick-and-mortar schools and online learning. They have all lived as expatriates around the globe, thus can identify with the needs and requirements of expat parents. They have all lived in Egypt for many years, know the dynamics of the society by heart and know how to serve it best. They are relentlessly striving to have the latest qualifications in online teaching and update their systems to provide a personalised learning experience. They know their students by heart, their parents and their students' learning histories. They know very well their respective reasons for choosing RB. They conduct courtesy calls to take the pulse of the community and ensure the best possible service. They respond to email on the same day; there are very clear mechanisms in place for the parents to understand who to reach and when.

Policies

All policies were made available to us; they are up to date and reviewed annually. Staff must read them, understand them and complete "policy training" at the beginning of each school year. This is independent of how long they have worked for RB. These policies are valid and reinforced throughout the school year. These policies include Online Safeguarding Training, Anti-bullying, Behaviour and Assessment, to name just a few. Here is a description of some of the policies:

1. Online safeguarding and child protection policy. This is probably one of the most important policies when it comes to studying for students from Y6 and above. We were interested in finding out more about this policy. We wanted to find out how it was enforced to ensure that

everyone is up to date and in compliance. Here are some examples the school gave us during the interview:

- a. The school holds an induction at the beginning of each school year to train staff in all procedures and available tools.
- b. Students are given clear guidelines stipulating how they are expected to behave online. In other words, the dos and don'ts of online behaviour.
- c. Staff must complete the assessment each year. Management vets reports to ensure each staff member has completed it.
- d. There are discussion sessions on the subject and all parties participate: parents, students and teachers.
- e. The school keeps track of all behavioural incidents and safeguarding incidents.
- f. The school's anti-bullying policy is specifically enforced with respect to online harassment. There are lessons, discussions, online research, case studies and teacher/student classes on the subject.
- g. The system used by the school also tracks the students' learning journeys; it identifies and can report to parents when the student connects/disconnects or uses other websites.

2. The Royal British International School ensures their platform is interactive. As there is great feedback from teachers, reliance on parents to assess the students' progress is minimised. Students interact both inside and outside the classroom. Learning is highly personalised. This user-friendly platform is cost effective from the point of view of schoolbooks.

- a. Children are taught the value and composition of safe passwords.
- b. Children are taught how to research and differentiate fake news from real news.
- c. Children, parents and teachers are made aware of their overall wellbeing when it comes to screen time. They are taught how to balance on/off screen time, ways to relax, what to do during class breaks and the importance of physically socialising.

3. Effective communication

The school uses Engage for all forms of communication: academics, medical reports, attendance, parental communication, etc. Having all information in one place ensures that parents are continuously updated on the student's progress, immediate action is taken when necessary and parents are aware at all times of their children's learning journeys. Students are sometimes present in parent-teacher conferences; depending upon their age, they are encouraged to lead the discussion.

Special attention has been dedicated to ensuring effective written communication and that appropriate language is used when communicating with peers, staff, parents and leadership. WhatsApp groups are not encouraged; the responsibility of communication outside the school channels lies entirely on those initiating the discussion.

RB helps children transition to new schools, colleges and universities. For those students in Secondary Years 7&8, there is a dedicated one hour weekly (during the PSHE class) where students are encouraged to think about their future studies/careers. In Y9, there is general talk about the IGCSE exams and expectations. A month later, personalised meetings take place to discuss and give recommendations on what they feel is the best way forward for the student. The student and their family know that RB will always be there to support them with whatever information may be needed to perform well in their new endeavours.

4. Behaviour policy

RB has a rigorous action plan should any issues arise. Management has ensured that the staff know the policy very well and can apply it when necessary. The policy has four stages. The first step would be to draw attention to the unacceptable behaviour and encourage correctness.

The second step would be a clear warning. During this stage, the student is informed of the consequences should their behaviour persist.

The third step would be to proceed to detention. The parents would be informed of any stages administered to the student and invited to encourage change and a positive outcome.

The final, and most drastic stage is a one-day exclusion from school. RB are proud to say that in their three years of existence, the students' behaviour has been exemplary. School management is confident that their 4-step behaviour action plan, plus the positive behaviour reinforced during teaching/learning, contribute to a climate of calmness and wellbeing not only among the students but also the teachers. Hence, all teachers starting at RB three years ago are still teaching at the school.

5. Complaint procedure

RB takes pride in the quality of its teaching as well as the pastoral care it provides to their students. However, should parents wish to make a complaint, RB has a very easy to read procedure. Parents file a complaint with their child's teacher. This is escalated to the Department

Head then to the Head of School. At times, complaints might come via admin. If this is the case, it is escalated to the teacher, Head of Schools and finally to the principal. The steps to take and who to contact in different circumstances are clearly listed. On top of that, there is an official complaint form which ensures all responsible parties have been informed and a formal solution furnished and well documented.

6. Anti-bullying

The school has zero tolerance for any form of bullying. Absolutely all staff are trained and know how to act and who to go to should such an unpleasant situation arise. They reinforce this policy with a dedicated Anti-Bullying week when children learn, analyse and discuss bullying, ways to stop it, who to report it to and what to do when witnessing an incident. In every classroom there are photos of the Child Protection Officers and The Safeguarding Committee. The students have been tested on numerous occasions to see how familiar they were with those officers and how comfortable they would be to report a bullying situation. All students seem to know the responsible staff by name and show no issues in approaching them and talking to them.

7. Inclusiveness

RB has a mission to help students feel that they are part of a global community where everyone belongs, irrespective of differences. Such ideas are also reinforced via the school curriculum. Efforts are being made to promote intercultural harmony. For the school's graded readers program, RB chose Collins Reading Scheme due to its multicultural characters and contexts more appropriate and inclusive outside the UK.

Hiring process for teaching personnel

Teachers at RB are required to have the following qualifications: a degree, a teacher's qualification like PGCE and, ideally, more than two years of teaching experience. They all have a QTS (quality teacher status) independently of their nationality. Parents need to know that every teacher working at RB would be equally qualified to work in any school in the UK.

Teachers new to RB work with a teacher coordinator who is in charge of helping the new staff familiarise themselves with the school's technology, rules and procedures.

While working at RB, teachers benefit from a complete Continuous Professional Development scheme. This continuous training ensures that teachers acquire knowledge and skills that enable them to perform their tasks and duties efficiently. The training may involve reinforcing existing skills, learning new skills, acquiring new knowledge and/or updating their present skill set to the latest technologies and online practices. Teachers have access to TES courses; many of them are online since the pandemic. The school also collaborates with the British Council on a series of invaluable courses in academic matters. All school years start with an induction week. RB reinforces/updates teaching strategies to ensure that all students can make at least good progress.

Learning Ladders is another system that new teachers are required to familiarize themselves with. It is a straightforward online system where academic targets and students' progress is tracked at different stages of the learning process.

School policies: Teachers are told which policies they need to learn and given dates for them to be studied and reviewed.

Classroom training: From Year 6 onward, teachers are trained in the digital tools used to manage online classrooms and teach students using digital resources.

Admissions

Every step of the admission process is appointment based for new students. After parents express interest in studying at RB, the admission officer schedules a meeting along with Academic Leads or Principals to answer all parents' questions with regards to the academics or facilities. On that same day, parents can take a tour around the school's premises.

Following an express of interest, RB gives the student an appointment to sit for assessment. Parents are invited to fill in the application, do a parent interview and pay the admission fee.

The admission tests which are either play and observe for the EYFS students or CAT 4 (The Cognitive Abilities Test) for the older students. RB offers online testing for Y3 and above Expat students and could facilitate the full admission process on an online basis. Online tests are done under the previous school's supervision or done at home with a camera placed and RB's admissions officer watching the process live. While RB is a non-selective school, they reserve the right to accept or reject a student's application.

The next step in the admission process is to offer the student a place at RB. The parents are then expected to pay the registration fee, no later than 5 days post

acceptance and book a place to study at RB. Tuition is paid on three equal instalments in June, September and December. Tuition is accepted in cash, visa or bank transfer. For the present school year 2022-2023, RB offer exclusive discounts to all new enrolments. However, fees are expected to increase for the following school year starting in 2023.

SEN students are assessed differently and are admitted to RB on the condition of the parents' acceptance to cooperate, as well as the school's capacity to offer support. Provided their learning skills, the team works to allow a smooth integration into the RBIS learning system. Students with dyslexia, dyspraxia and ADHD are some examples of SEN students currently studying at RB.

EAL students are also tested and integrated according to their linguistic abilities. At times, more English lessons might be indicated before becoming full time RB students. Age and year of study play decisive roles. The younger the students, the quicker they tend to brush up on their English and start normal classes.

Digital learning

From Year 6 upward, students use tablets for most subjects; even homework can be done directly on the tablet. However, they can still make use of notebooks if they wish. RB has an IT specialist available to assist with all technical issues for both the school's systems and students' private computers. At the beginning of each school year, the IT department programs and uploads to the students' tablets content they will need for the school year. RB also has a teacher trainer who conducts beginning of the year training sessions with staff, parents and new students.

Probably one of the most important questions when it comes to online studying is: How much screen time is involved? The RB timetable compensates any screen time with recess and subjects that involve no screen at all.

Another important matter to consider is parental involvement. How much time will parents need to spend helping their children connect/disconnect from their devices, help them upload their homework and understand the different digital tools they need to operate successfully during the lesson? RB has a thorough system which takes around 30 minutes of training at the onset of the school year to master. From their experience, children can connect completely independently from the age of 11. When conducting this assessment, as observers, we must admit that we were impressed by how easily and smoothly everything works. All students seemed comfortable and accustomed to writing in their answers, sharing their screens, using the teacher's screen when needed, etc.

Another question parents frequently ask is: Who is available to help a student struggling with technology when there is no one at home to help? In this situation, the RB IT specialist will promptly intervene.

Expat/ Parental SUPPORT

Royal British International School has a series of systems in place to involve new parents, support all existing parents and to actively partner with them on their children's learning journeys. As the school is very young and this is the first year of its existence without Covid measures altering the normal face-to-face attendance, the school is considering putting together a parent/teacher group.

So far, RB has provided a variety of Parent Engagement events such as EYFS Phonics or Primary Maths Linger & Learn sessions, where parents attend a short lecture and then visit the classroom to get involved with their own child in activities linked to the subject covered. Further, the parents' involvement in school has been via an event called Father and Child, to also get fathers involved in their children's learning journeys. It was organized in the Secondary School and proved successful.

As stated earlier, fluid and active communication with the parents via their Engage system is what the school is most proud of. Parents have direct access to all information, on the spot, and can communicate instantly with the school. The system ensures overall prompt and fluid communication.

The school's Facebook page is active and continuously updated with photos and explanations of activities: academic, extracurricular, sport, music, etc. Parents can participate in academies with their children.

Newsletters: Management keeps parents informed via regular newsletters.

Email: Parents can email their child's teacher and arrange a meeting at a time convenient for them.

Some charity campaigns have been organised and, in the future, RB would like to explore more informal meetings with parents for greater social support. Class representatives are also on the list, although this has not been implemented for the current school year.

Overall, the RB staff is very supportive in advising on future education. The heads of school give both general and personalized information. The school hosts some of the biggest universities in Canada, the US and Europe to give firsthand information about studying abroad, as some RB students wish to attend foreign universities.

For parents, either Egyptian or of other nationalities, whose children cannot study Arabic, the school helps with the follow up of the required exemption from the Ministry of Education.

