

General rules of Tallinn European School

1. General provisions

- 1.1. Tallinn European School (TES) follows the “General Rules of the European Schools” ([2014-03-D-14-en-10](#)) as far as they are relevant for accredited European Schools. The general regulations of the European Schools, as well as the syllabi, can be found at www.eursec.eu.
- 1.2. These rules form an integral part of school value principles: respect, harmony, and creativity, and apply to all members TES staff, pupils, and pupils’ parents during the activities inside and outside the school (e.g. visits, outings, school trips).

2. Daily school schedule - *The organization of the day*

- 2.1. The school building is open for pupils from 8:00 until 18:00.
- 2.2. The weekly timetable is available in MySchool (<https://tes.msm.io>) for all pupils, parents, teachers and the management.
- 2.3. Pre-care time for N1-P2 pupils is offered from 8:00–9.00
- 2.4. Lessons start according to the timetable as follows:
 - Nursery from 9:00
 - Primary 1/2 from 9:05.
 - Primary 3 – Secondary 7 from 8:15
- 2.5. The end of the day depends on the timetable of pupils’ that is communicated by the class teacher (Nursery) or through MySchool.
- 2.6. Aftercare services are available for Nursery up to Primary 4 pupils every school day until 18:00. (Annex 1. [TES Aftercare policy](#))
- 2.7. The school offers a variety of extra-curricular activities for every age group from Nursery to Secondary. (Annex 2. [TES Extracurricular activity policy](#))
 - 2.7.1. Activities for Nursery pupils shall take place between 16:00 and 18:00.
 - 2.7.2. Activities for Primary shall take place between 15:30 and 18:00.
 - 2.7.3. Activities for Secondary pupils shall take place between 16:00 (15:30 on Wednesdays) and 18:00.
- 2.8. Participation in the lessons is a right and an obligation and all pupils and teachers are expected to be in attendance, in their scheduled classes, by the beginning of each lesson.
- 2.9. Parents are responsible for the pupils until their arrival at school. The school’s responsibility begins from the first lesson/ pre-care and ends with the last lesson/ activity of the day. The responsibility of the school is limited to the school premises.
- 2.10. Nursery, Primary 1 and Primary 2 pupils must be dropped off and collected only by their parents or legal representatives. Should a pupil unexpectedly need to be picked up by another person(s) not being the legal guardian, the parent(s) is/ are obliged to

inform about it in written form at least in the morning of the same day – in the diary of the pupil or emailed to the class teacher, including all necessary information (ID-number). The class teacher must inform the front desk and, if necessary, the activity manager. The front desk will ensure that the pupil is handed over to the right person. The person picking the pupil up must show an ID with a photo.

- 2.11. Midday break time: pupils from P1 to S3 must go out, to the schoolyard, during the midday break after having lunch in the school canteen. S4-S7 pupils are strongly advised to go outside.
- 2.12. Pupils cards are prepared by the Front Office and distributed at the beginning of the school year by the class teachers to all Nursery, Primary and Secondary pupils. These cards give access to school premises and to the school canteen.
 - 2.12.1. By request from parents or from legal representatives, and with the authorisation given by the Secondary Deputy Director, the pupils from S4-S7 may leave the school premises. All Secondary pupils will receive a coloured sticker to their pupils' card as follows:
 - S6-S7: green sticker, can leave during free periods and lunchtime.
 - S4-S6: blue sticker, can leave during lunchtime:
 - S1-S3: red sticker, cannot leave the school premises during school hours.
- 2.13. All pupils need to leave the school premises after the end of the lessons, unless they have scheduled studies or activities.
- 2.14. In case a pupil needs to be picked up regularly by another person not being the legal guardian, parents must submit a written request to the deputy director for acceptance indicating the persons' full name and date of birth. The deputy director makes sure that all members of staff in charge are informed.

3. Teacher's consultations and other meetings

- 3.1. Reception hours: all our teachers are available for consultations and meetings. A teacher shall communicate the meeting time to his/ her pupils at the beginning of the school year. Pupils needing consultation or to retake a test need to arrange the time with the subject teacher. Other meeting requests must be done via the pupil's diary or requested by email.

4. Daily monitoring and feedback

- 4.1. In accordance with TES Guidelines of Assessment (Annex 3 and Annex 4), a pupil and his/her parent or legal representative are informed to an acceptable degree about the pupil's progress with their studies and of the pupil's work.
- 4.2. Regular progress will be available in MySchool.
- 4.3. All homework is introduced into MySchool (and in Teams during the possible event of distance learning period) on the day it is assigned and no later than 18:00. Primary and Secondary pupils must use their diary to write down their homework in addition.
- 4.4. Other information and notifications are inserted within 24 hours, formative and summative marks within one week in maximum.
- 4.5. Parents and Secondary pupils must check MySchool (and Teams) on a daily basis.
- 4.6. The pupil's workload adheres to the guidelines set by the TES Homework Policy (Annex 5).

Teachers ensure that not more than one test per day is scheduled in Primary and in S1-S3. In S4 no more than one (1) B-test per day and no more than three (3) summative tests per week. In S5-S7 there can be two (2) tests per day during the examination period. Project presentations are considered as part of formative assessment.

5. Absences

- 5.1. Every member of TES community is required to attend classes/ meetings on a regular and punctual basis in accordance with the annual calendar (in the diary) and the weekly timetable available for them at the beginning of each school year (timetable in MySchool).
- 5.2. Attendance take is done in MySchool every school day for the first (1st) period for all Nursery and Primary classes and for each period for all Secondary classes.
- 5.3. Pupils' attendance at lessons shall be considered regular if the number of presences is at least 90% of the number of periods (days for Nursery and Primary) organised.
- 5.4. Parents and members of staff shall plan any family holiday travelling during TES official holidays (see TES website) only. The school year calendar is communicated to parents and staff during the second half of the school year for the following school year.
- 5.5. The Deputy Director/ Director may give a pupil permission to be absent from school for personal (study) reasons. The permission may be granted for a maximum of five days plus reasonable travelling time (maximum two days). Applications must be made in writing by parents or legal representatives, indicating the period of absence and giving reasons for the absence at least one week in advance. The absences must be registered in MySchool.
- 5.6. These absences will not make any exception to the rule of 90% of regular attendance days over the school year.
- 5.7. Agreement for temporary home-schooling between the school and the parents can be signed in case of fully justified reasons for a long-term absence.
- 5.8. Unforeseen absences must be notified by the parent or legal guardian by e-mail to the class teacher and/ or the educational adviser (Secondary) no later than 9:30 on the first day of absence.
- 5.9. In the case of a sudden medical concern during a regular school day, the pupil will be sent to the school nurse or a qualified member of staff who will decide whether to send the pupil home or have the pupil rest in the nurse's room. The nurse or his/ her substitute must contact the pupil's parent or legal guardian if the pupil is to be sent home.
- 5.10. The pupil is also welcomed to visit the school nurse upon arriving back to school after the health-related absence, especially in the case of a recent, contagious illness.
- 5.11. In case of three unexcused late arrivals to classes per term of a pupil, these will equal one unexcused absence. Unexcused absences will be marked in the Primary school reports.

6. Dress code

- 6.1. The dress code aims to avoid distraction in the classroom, create a workplace-like environment, reduce the pressures arising from the socio-economic situation, and discourage gang activities.

- 6.2. All members of staff and pupils are expected to dress appropriately. Items of clothing with offensive language, images, messages and/ or exposing the body in an inappropriate manner for a school are deemed inappropriate and not allowed.
 - 6.2.1. The length of skirts, skorts, and shorts must extend below the pupil's fingertips when the pupil's arms are extended at his/her sides.
 - 6.2.2. Shirts exposing the shoulders, chest and/or abdomen (e.g. spaghetti straps, strapless tops, muscle shirts, shoulder shirts and tank tops) are not allowed.
 - 6.2.3. Any type of hat is not allowed inside the school building.
 - 6.2.4. All clothing must be intact and not perforated or torn to allow skin exposure.
- 6.3. Pupils and staff shall wear indoor shoes inside the school building. Outerwear including hats, jackets and outdoor shoes shall be left in the cloakroom.
- 6.4. Secondary pupils keep their backpacks in the Cloakroom or in their personal locker and do not carry them around from class to class. Small tote bags are allowed.
- 6.5. Items of clothing of Nursery and Primary pupils must be labelled.
- 6.6. Makeup is not allowed for Nursery and Primary level pupils.
- 6.7. During festive occasions, every member of the school community is expected to wear formal clothing or the clothing appropriate to the event.

7. School diary

- 7.1. TES diary is an abstract of school rules, ethos, and annual plan.
- 7.2. The school diary is compulsory for all pupils in Primary and Secondary, in order to mark down daily and weekly homework and to be aware of school rules and calendar. It is distributed free of charge to all pupils and teachers. As part of the transition to the Primary cycle, it is recommended that the pupils, parents, and teacher take into use the diary also for the Nursery 2 pupils.
- 7.3. The diary serves to note homework and communication between pupils, parents, and teachers. It is every pupil's responsibility to keep it up to date.
- 7.4. Parents must ensure that the name of the pupil, the contact details of parents or legal guardians are listed on the first page in case of an emergency.
- 7.5. MySchool does not always replace the pupils' diary and pupils are expected to write homework/ assignments down in the diary.
- 7.6. Lost school diaries are replaced at a cost of 5 euros each.

8. Phones and other ICT devices

- 8.1. Personal ICT devices for the pupils of Nursery and Primary are not allowed to be used during official school hours.
- 8.2. Secondary pupils can use personal ICT devices only for communication with parents and legal guardians only in the Mont Blanc Lounge, in the front office or Study Room with the permission of a member of staff.
- 8.3. Photographing, recording, filming, and transmitting on school premises is allowed only with the permission of a teacher while using it for learning purposes. Using the devices for personal use is not permitted. Their use is allowed by the permission of the teacher for learning purposes inside classrooms with the teacher present.
- 8.4. If the above rules are not respected or adhered to, any member of staff has the right to confiscate personal mobile phone, smartphones or other ICT devices that will be

handed over to the Deputy Director(s) or the Educational Adviser. The devices will be confiscated until the next morning for the day if the student has been caught using it for their personal use in the very end of their school day. The items will be kept in their respective offices and can be collected at the end of the school day. The parents will be informed of the event by e-mail.

- 8.5. If these rules are repeatedly not respected, the devices can only be collected by parents or legal guardians.
- 8.6. These rules apply throughout the whole day on the entire school premises.
- 8.7. In case of any emergency, parents can call the school general number, and the pupils in question will be informed consequently.
- 8.8. Any further rules regarding ICT devices can be found in the TES IT Policy (Annex 5).

9. Behaviour guidelines

- 9.1. All members of TES community act according to the values set by the school community: respect, harmony, and creativity.
- 9.2. These guidelines are reminded to all members of the community at the beginning of each school year.
- 9.3. Everyone in the school community should be mindful of their interactions with one another and show respect, care, trust, and support.
- 9.4. Everyone shall assume responsibility for their choices, actions, commitments, and deadlines.
- 9.5. Every member of TES community shall represent the school and themselves with dignity.
- 9.6. In order to ensure a safe and friendly learning environment, pupils are provided with regular supervision during the breaks.
- 9.7. TES follows a strict Anti-bullying policy (Annex 6).
- 9.8. In the case of bullying or in case of a doubt, all members of the school community have the responsibility to act upon it and to report it to the KiVa-team member or other relevant member of staff.
- 9.9. Any use of mental or physical violence on the school grounds and during school activities outside the school premises is prohibited.
- 9.10. Every person in a situation of danger, personal or public, must assess whether he or she can stop the action himself or herself or call for help or send someone to seek help.
- 9.11. Any incident, accident or act of vandalism must be reported by the persons involved or noticed to the person in charge/ Deputy Director/ Director immediately.
- 9.12. In case of severe incidents, parents of all pupils involved will be notified in due time and measures appropriate to the incident will be undertaken.
- 9.13. Any act of vandalism towards school equipment will be referred to the Discipline Council where appropriate measures will be taken. The school has the right to claim compensation for wrongful conduct with school materials and school property.
- 9.14. Every member of the school community: pupil, parents, teacher, administration, and management must keep the school clean and must tidy up after themselves.
- 9.15. It is forbidden by any person to take to school and/ or to use tobacco products (incl. e-cigarettes), alcohol, narcotics and medicines without a doctor's prescription and

weapons within the signification of the Weapons' Act on the territory of the school or during activities organized by the school.

- 9.16. Drinking, eating, or chewing gums is not allowed in the classroom, during lessons unless the teacher has agreed otherwise for a particular lesson.
- 9.17. Pets are not allowed on school premises. In case of a school/ class project that could involve a pet or another animal, the Deputy Directors give their permission.
- 9.18. The starting and ending times of the lessons must be respected by everyone.
- 9.19. Pupils' discipline issues will be handled according to the TES Disciplinary Policy.

10. School facilities

- 10.1. The use of school facilities for purposes other than scheduled school activities must be agreed upon with the school Director.
- 10.2. In case a pupil, a parent or a teacher wishes to use school resources and/ or premises outside school time, the permission can be granted only by the school Director on the basis of a written request presented two weeks ahead.
- 10.3. The resources/ premises must be kept in the original state after use or return.
- 10.4. **Canteen**
 - 10.4.1. The school follows a healthy eating policy.
 - 10.4.2. TES canteen is catered by an external provider and offers healthy and nutritious food.
 - 10.4.3. Pupils are only allowed to eat in the canteen, this includes food that has been brought along from home. Parents are encouraged to follow the same guidelines as the caterer.
 - 10.4.4. No deliveries of food made for pupils are accepted during school hours to school.
 - 10.4.5. S4-S7 pupils that choose to have lunch off the premises by the request of their parents to and with the acceptance of the Deputy Director are under no circumstances allowed to bring junk food/ soft drinks back to school premises.

10.5. Toilets

- 10.5.1. The toilets must be kept clean after use.
- 10.5.2. Any manifestation of littering and wasting of water or toilet paper is not accepted.
- 10.5.3. Any faults or leakages must be reported to a member of staff, preferably the front desk.

10.6. Library

- 10.6.1. The library is open during school hours, from 8:00 to 16:30, and is managed by the school librarian or an assistant.
- 10.6.2. Every visitor is expected to follow the library rules. This includes no food and drinks in the library.
- 10.6.3. Books and all other materials borrowed must be returned within 14 days; extensions are at the discretion of the librarian.
- 10.6.4. Damaged or lost books must be replaced. The damage of a library item will be assessed on a case-by-case basis.
- 10.6.5. If required, the library can be used for doing homework after lessons.

10.7. Lockers (*Secondary*)

- 10.7.1. Each Secondary pupil has a personal locker.
- 10.7.2. In case of a doubt of danger for the member of the school community or possession of prohibited substances, the locker can be opened, without the consent of the pupil using the locker, in presence of the member of school management, the pupil and his/ her parent/ legal guardian.
- 10.7.3. The pupil and his/her parents are responsible for the safekeeping of the key.
- 10.7.4. Lost keys are replaced at the Front Office at a cost of 5 euros per key.
- 10.7.5. Open lockers should be reported immediately to the Front Desk.

10.8. Schoolyard

- 10.8.1. Schoolyard rules listed in the school diary must be followed at all times.
- 10.8.2. Schoolyard breaks are supervised at all times.

11. School security – *Security for all*

- 11.1. Nursery parents enter the premises by the main gate and proceed to the playground and enter directly to the Nursery level.
- 11.2. Parents of Primary 1/2 pupils can enter the building every school day between 8:00-9:05 by the main entrance/ cloakroom areas to drop off their child(ren) to the assistant or to the teacher on duty.
- 11.3. Parents are expected to pick up their children on time at the end of the daily schedule.
- 11.4. Parents must at all times wear Parent Badges while in the school building.
- 11.5. All school guests have to check-in at the front desk and use the Guest Badge.
- 11.6. School premises are monitored by CCTV cameras 24 hours per day. The presence of CCTV cameras is indicated on the main door of the school, in the main hall and Primary and Secondary cloakroom. The CCTV cameras' records are kept at the Front Desk in a separate computer for one month and are destroyed automatically after this time. Access to the records is allowed to the management of the school and to the persons entitled to the administration.
- 11.7. The Front Desk Monitoring service is provided on school days from 7:00 till 18:00.
- 11.8. A manned security service is provided by a professional security company between 7:45 and 18:00.
- 11.9. All external gates and doors will remain locked at all times. Access will only be possible by using key cards and badges.
- 11.10. Objects deemed dangerous or a threat to members of staff and pupils are strictly forbidden.
- 11.11. The school is not responsible for the loss or damage to any personal precious item pupils have chosen to bring to school.
- 11.12. Precious objects must be kept under personal attention and the school is not responsible for any loss or damage of personal precious material.
- 11.13. After school hours, classrooms are not accessible to pupils and parents without previous permission solicited from the school management.
- 11.14. Fire drills and other alarm situations are carried out on a yearly basis, included in the yearly calendar if necessary. All staff members have completed the security training.

provided by the school according to the "Action plan in case of fire" (see separate document included).

12. Lost and found

- 12.1. Items found on school premises will be collected and placed in the Lost and Found cupboard located at the designated area in the teachers' cloakroom.
- 12.2. Items that are marked or labelled with the pupils' name and the class, will be returned to the pupils in question.
- 12.3. At the end of the academic year, unclaimed items will be donated for charity.

13. Educational visits/ School trips

- 13.1. The aim of educational visits is to ensure the learning process outside the classroom. Therefore all educational visits are linked to the EB curriculum and shall be organised by the school staff at the additional expense of parents.
- 13.2. Educational visits are carried out during the lessons time and are compulsory to attend for all.
- 13.3. The visits/ trips are organized according to the school policy for trips.
- 13.4. Permission slips, signed by parents, are required for each visit/ trip.
- 13.5. In the absence of a permission slip, the pupil will not be allowed to participate in the visit or trip. In this case, the pupil remains under the supervision of parents or guardians.
- 13.6. The teacher in charge of the visit in agreement with the Deputy Director has the right to exclude pupils for disciplinary reasons. The parents in question will be informed in a timely manner.
- 13.7. Details of educational visits and the cost will be announced at least two weeks in advance. Additional members of staff attending should be given a sufficient warning of at least one week. All visits need to be included, whereas possible to the annual calendar plan.
- 13.8. The school trips must be announced at the beginning of the school year. The details regarding the daily schedule and costs must be communicated to parents and pupils at least two months before the trip.
- 13.9. In the event of a permission slip not being handed in by the pupil or a pupil being excluded from the trip for disciplinary reasons, the pupil is under the responsibility of his/ her parental for the duration of the visit.
- 13.10. Indicative list of educational visits at Primary level:
 - 13.10.1. In P3, an outdoor camp is organised for a maximum of 2 days.
 - 13.10.2. For P5 a transition camp is organised for a maximum of 3 days.
 - 13.10.3. 1-2 sports days are organised during the school year.
- 13.11. Indicative list of educational visits Secondary level:
 - 13.11.1. In S1, a transition camp is organised for a maximum of 3 days.
 - 13.11.2. In S3/4 a nature camp is organized for 2 or 3 days.
 - 13.11.3. In S6 a trip linked to the curriculum is organized for a maximum of 7 days.
 - 13.11.4. 1-2 sports days are organised during the school year.

List of Annexes

| | |
|---|----|
| Annexe 1 - Aftercare policy..... | 10 |
| Annexe 2 - Extracurricular activity policy | 12 |
| Annexe 3 - Guidelines of Assessment..... | 15 |
| Annexe 4 - Primary and Secondary Grading Scales | 19 |
| Annexe 5 - Homework policy | 21 |
| Annexe 6 - IT Policy | 23 |
| Annexe 7 - Antibullying policy..... | 24 |

Annexe 1 - Aftercare policy

1. General Provisions

- 1.1. Aftercare provides a safe, stimulating and supervised environment for pupils to work, socialize with friends or just relax and have fun after a long school day.
- 1.2. During Aftercare time pupils will be engaged in a range of various activities which will improve their social skills and strengthen friendships.
- 1.3. The school provides Aftercare for Nursery and Primary 1-4 school levels.
- 1.4. Aftercare is divided into two groups:
 - 1.4.1. Aftercare P1-4
 - 1.4.2. Aftercare Nursery
- 1.5. The descriptions of Aftercare groups are available on the school website.
- 1.6. Aftercare takes place within the school premises.
- 1.7. Aftercare is optional.
- 1.8. Aftercare is a paid service.
- 1.9. Every Aftercare group is supervised by at least one certified teacher.
- 1.10. Aftercare is provided to only pupils who have been registered to Aftercare.
- 1.11. Aftercare is paid by the parents according to the schooling contract point 3.8.
- 1.12. Aftercare fees are validated with the director's order.

2. Aftercare time

- 2.1. Some of the activities will take place on the school playground daily basis.
- 2.2. The Aftercare time is accordingly:
 - 2.2.1. Aftercare P1-4 – 15:05-18:00, Wednesdays 14:20-18:00
 - 2.2.2. Aftercare Nursery – 16:00-18:00
- 2.3. There is no Aftercare during the school holidays.

3. Participation

- 3.1. Every pupil shall be registered to the Aftercare via the online registration form on the school [website](#).
- 3.2. The Aftercare teacher shall inform the Activity Manager about pupils who are not on the Aftercare list but attend the service.
- 3.3. Parents shall collect their children on time.
- 3.4. Parents using aftercare services shall always notify Aftercare teachers when picking up the child and before leaving the school premises.
- 3.5. Parents shall always notify the Activity Manager before 16:00 or the school's front desk after 16:00 in advance if they cannot pick up their child during the Afternoon Club or Aftercare hours.
- 3.6. Parents shall always notify the Activity Manager if a family friend or a relative will pick the child up. Contact information shall be given.
- 3.7. If a pupil needs a support person during the school day, the support person needs to be with the child also during Aftercare.

4. Aftercare children shall have:

- 4.1. Weatherproof clothes.
- 4.2. A snack (if not provided by the canteen) and a water bottle.

5. Fees

- 5.1. The fee for Aftercare services is accordingly:
 - 5.1.1. Nursery – 75€
 - 5.1.2. Primary 1-4 – 75€
 - 5.1.3. Primary 1-4 – free, if service is used until 16:00

- 5.2. A one-day Aftercare fee is 8€. There is no limit to how many days a month to use the one-day service. For one-day service, parents must inform the Activity Manager latest at 9:00 the same day.
- 5.3. Parents whose children are not registered but are staying at Aftercare will be automatically charged with a one-day fee.
- 5.4. A penalty of 10€ will apply automatically when parents are late on picking up their child from the Aftercare (at 18:00).
- 5.5. Families with more than one sibling will qualify for a discount of 50% per pupil from the monthly fee. It does not apply to a one-day fee.
- 5.6. If a pupil hasn't been picked up from the school on time after the school day he/ she will be sent to Aftercare. A one-day fee would be asked from the parent.
- 5.7. Aftercare fee shall not be reduced in case of school holidays, events or other occasions
- 5.8. The pupil can wait for their activities in the Aftercare free of charge.

6. Quitting and joining

- 6.1. Parents can always ask for an Aftercare place by filling in the registration form.
- 6.2. Parents can always cancel their participation in the Aftercare by informing the Activity Manager.

Annexe 2 - Extracurricular activity policy

1. General Provisions

- 1.1. Extracurricular is a short or long-term systematic and guided after school activity based on free will and formed to improve knowledge and skills. (Source: youth work strategy 2006-2013).
- 1.2. The purpose of extracurricular activities in Tallinn European School (hereinafter the school) is to provide diverse development for pupils, fill their free time, improve their knowledge, and develop their social skills and attitudes.
- 1.3. The school provides extracurricular activities at Nursery, Primary and Secondary school levels.
- 1.4. All the extracurricular activity descriptions are available on the school website.
- 1.5. Extracurricular activities can take place inside or outside the school premises.
- 1.6. Extracurricular activities are optional.
- 1.7. Group activities, as well as individual activities, shall be provided.
- 1.8. A group activity, unless stated differently, will be provided if there are at least eight pupils in the group.
- 1.9. Extracurricular activities are paid for by parents according to the schooling contract point 3.8.
- 1.10. All extracurricular fees are validated with the director's order.
- 1.11. The agreement between the school and the provider is mandatory unless an exception is made by TES.

2. Provider

- 2.1. Extracurricular activities are offered by certified providers.
- 2.2. Every activity has its short activity plan: aims, description, expected outcomes, activity time, price, and the short version of it is available on the school website.
- 2.3. The provider shall email detailed information about the activity (rules, cancellation, payment system, teaching method, aims etc.) at the beginning of the school year and to every new parent.

3. Communication

- 3.1. The Activity Manager of the school shall be coordinating the extracurricular activities.
- 3.2. The school is creating a mailing list (e.g. basketball@est.edu.ee) for each provider with all e-mails of parents' whose children are attending the activity.
- 3.3. Individual communication is arranged between the provider and the parent.
- 3.4. Each time an activity is cancelled, or there are changes in the schedule the provider shall notify all parents involved and the Activity Manager.
- 3.5. Parents always need to inform the provider or the Activity Manager if their child cannot take part in a lesson (class trips, doctor's appointments, illness etc.).

4. Participation

- 4.1. The registration form shall be filled in at least 48 hours before the activity.
- 4.2. The registration form is on the school's website.
- 4.3. The first lesson in the extracurricular activity for group lessons only in September is free of charge. This does not apply to individual lessons.

- 4.4. Pupils cannot join any activity without prior registration. Parents shall be contacted in case of misunderstanding and the pupil will be accompanied to Aftercare; parents shall pay a one-time Aftercare fee.
- 4.5. If the pupil wants to try out the activity in the middle of the school year, the fee shall be half of the monthly activity fee in case the pupil decides not to continue.
- 4.6. If the provider is absent the lesson shall be refunded.
- 4.7. If a pupil needs a support person during the school day, the support person needs to be with the child also during the activity.

5. Activity time

- 5.1. The school shall decide in conjunction with the provider when, where and how long the activity should be.
- 5.2. Activities for Nursery pupils shall take place between 16:00 and 18:00.
- 5.3. Activities for Primary shall take place between 15:30 and 18:00.
- 5.4. Activities for Secondary pupils shall take place between 16:00 (15:30 on Wednesdays) and 18:00.
- 5.5. Individual lessons can be organised during the day in case the pupil's timetable allows it and the provider and a room are available.
- 5.6. Activities start during the second week of September.
- 5.7. Activities shall end during the third week of June.
- 5.8. There are no extracurricular activity lessons during the school holidays. The school holidays are validated each year with the director's order and are available on the school website (<https://tes.edu.ee/school-calendar/>).
- 5.9. The event calendar shall be considered when planning the activities (<https://tes.edu.ee/school-calendar/>).

6. Equipment

- 6.1. The school can provide only the equipment that is already in the school.
- 6.2. The provider shall facilitate with materials and inventory if additional equipment is required.

7. Outcome

- 7.1. Pupils have an opportunity to compete with other pupils from different schools, show their work at public exhibitions, or perform at concerts, if possible, twice a year.
- 7.2. Pupils have an opportunity to perform in school events, for example, school concerts, Family Picnic, International Day, Fall Carnival etc.
- 7.3. The provider shall organise performances and other activities taking place outside the school. The school shall help with publicity and awards.
- 7.4. If the event takes place at school, the school can provide rooms.
- 7.5. Parents shall pay for participating in an event, if necessary (participation fees, extra clothing etc.)
- 7.6. The provider shall give parents an overview of the learning process at least once a semester.

8. Fees

- 8.1. The provider sets up the fee in consultation with the school.
- 8.2. The school issues an invoice to parents at the beginning of the month.
- 8.3. Parents pay the fee to the school based on the invoice.
- 8.4. The school pays the provider.

- 8.5. Extra one-off costs may apply in the event that the provider should buy additional materials.
- 8.6. Extracurricular fees contain the provider's fee, the school's general service costs and the costs of utilities.
- 8.7. The fee is reduced only if a pupil is absent for at least half of the month and the provider or activity manager have been informed. The reduced fee would be half of the monthly fee.
- 8.8. 10% discount will be applied if there are 2 or more children from one family in one activity.

9. Quitting and joining activities

- 9.1. Pupils are entitled to join the activity throughout the year at the beginning of every month.
- 9.2. Parents have the right to withdraw their child from an activity by informing the Activity Manager by email with two weeks' notice.
- 9.3. If a pupil cancels the group activity in the middle of the month, the whole fee will be asked.
- 9.4. Individual lessons will be stopped if a pupil has been absent at least 3 times in a row in a term.
- 9.5. Only the first individual lesson cancelled more than twenty-four (24) hours advance notice will be refunded or rescheduled if a new slot is available per term. If the cancellation is within the 24-hour time frame the lesson will still be charged to the monthly invoice. No refund will be given for no-shows or tardiness.
- 9.6. Individual teachers shall inform the parents immediately if they will be charged for the cancelled lesson.
- 9.7. The provider has the right to stop the service for a pupil in case of unsolvable behaviour problems or if a pupil requires more attention than the provider is able to give.

Annexe 3 - Guidelines of Assessment

1. Introduction

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition or education needs of students.

Assessment is, therefore, an integral part of the teaching and learning process and is determined both by the professional background of each pedagogue and by the policy and guidelines followed by the educational provider.

Assessment can be formative or summative, analytical, or holistic.

Assessment is **formative** when either formal or informal procedures are used to gather evidence of learning during the learning process and are used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. In Tallinn European School, the formative assessment also includes an evaluation of attendance and behaviour.

Assessment is **summative** when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether, and to what degree, the students have demonstrated understanding of that learning.

In **analytical** assessment, each criterion is evaluated specifically and separately, whereas, in **holistic** assessment, all criteria are evaluated globally and simultaneously.

Tallinn European School adopts the following assessment policy, based on the European Schools regulations (Ref: *General rules of the European Schools 2014-03-D-14-en-10*) and their new marking scales (Ref.: *TES Marking Scales*). This document will give an outline of the assessment policies Tallinn European School is using in accordance with the European assessment policy. It outlines the grading, reporting and promotion along with a schedule when certain aspects of this policy will occur.

Frequency of Assessment

Oral feedback is given in every lesson, whereas written assessment should be expected with the following frequency:

| Subject lessons per week | Minimum elements of formative assessment | Minimum elements of summative assessment |
|--------------------------|--|--|
| 16 | Three times a week | Three times a month |
| 9 | Twice a week | Twice a month |
| 6-7 | Average 1.5 a week | Average 1.5 a month |
| 4-5 | Once a week | Once a month |
| 2-3 | Twice a month | Twice a semester |
| 1 | Once a month | Once a semester |

2. Timeline of assessment and reporting events

- **November:** Parent-teacher interviews with subject teachers. Mid-semester class council and report (secondary).
- **January/ February:** First class council meeting to discuss pupils' progress.
- **January/ February:** End of semester one report. A warning letter and requests for parents will be issued to any student in danger of not passing the year.
- **February:** Progress review meetings with class teachers.
- **March/ April:** Mid-semester report (secondary).
- **June:** End of year report. At the end of the school year, the class council will decide whether a pupil may move to the year above or is required to repeat the year. The decision will be based on the General Rules of the European Schools, the pupil's profile and the standard of the attainment of the relevant competencies, as described in the June report.

4. Absences

At least 90% of the attendance of the students at school classes during the school year is a requirement of Tallinn European School. The class council might overlook this requirement, depending on the reasons why the student has been absent for a period longer than the permitted 10% of the year.

Attendance take is obligatory at the beginning of the day for all Nursery and Primary pupils and for each period for all Secondary pupils. Following attendance status can be introduced to MySchool:

| | Does it contribute to total absences? |
|--|--|
| Present | No |
| Late | Yes 3 cumulative lateness's count as one absence |
| Absent | Yes |
| Excused with a prior agreement (Agreement with the CT, Educational adviser, or Deputy; includes leaving early with justification) | No |
| Absent with Medical Certificate (Doctor's certificate or parent informing about sickness, doctors' appointment) | No |
| In School | No |
| School Trip | No |
| Homeschooling | No |

Subject teachers insert all absences in MySchool as unexcused, and at the end of the day class teachers may revise their nature.

Excused with the prior agreement has to be agreed with the School Director or the Deputy Director(s). Leaving early with justification can be agreed upon with the Educational Adviser or the Class Teacher.

By the beginning of each new week, all appeals against inaccurate descriptions of absences need to have been made, otherwise, the reason for the absence will remain as stated originally in MySchool.

5. Weight of the assessment type in the end of semester reports

| Year groups | Formative assessment | Summative assessment | Exams (one per semester) |
|-----------------------------------|----------------------|----------------------|--------------------------|
| Primary 1-2 | 100% | - | - |
| Primary 3-5 | 80% | 20% | - |
| Secondary 1-3 (Basic subjects) | 60% | 40% | - |
| Secondary 1-3 (other subjects) | 70% | 30% | - |
| Secondary 4-6 | 50% of A mark | 50% of A mark | B mark |

All subjects at all levels, except for Ethics and Complementary activities (e.g. European Studies), are promotion subjects. In Secondary 1-3 subjects are classified as follows:

Promotion subjects

- Basic subjects
 - Language 1
 - Mathematics
 - Language 2
 - Human Sciences
 - Integrated Science
 - Language 3
- Other subjects
 - Art
 - Music
 - Physical Education
 - ICT

Non-promotion subjects

- Ethics
- Complementary activities

6. Transition and promotion to the next year level

6.1. Primary 1-5

At the end of the second semester, the class council will discuss each student's progress and summarise the performance in four subjects which are considered the main ones in Primary: Mother Tongue, Language 2, Mathematics and Discovery of the World. On that basis, it will decide about promotion to the year above.

6.2. Secondary 1-3

Based on the New Marking Scale of the European Schools (Ref.: TES Marking Scales) and its annexed regulations, on Secondary 1-3 reports there are going to be only letter grades and no numerical marks.

Since it is no longer possible to calculate averages of final marks, class councils will reach their decisions at the end of the second semester on the basis of a **compensation rule**.

Pupils who have achieved an E grade or higher (standard) in each of the promotion subjects will be promoted to the year above.

In the case of pupils who have not achieved the standard, they still have the possibility to compensate for their grade(s) lower than an E grade on the basis of a new compensation system, which is in line with the current promotion rules.

- Each F has to be compensated for by one D (or higher grade)
- Each FX has to be compensated for:
 - by one grade B (or A)
 - by one grade C and one grade D or higher
 - by three grades D or higher

Pupils who have not achieved the standard (at least a grade E) either in three or more basic subjects or in two basic subjects and two or more other subjects AND who are unable to compensate for their grade(s) below the standard cannot be promoted to the year above.

6.3. Secondary 4-5

At the end of the school year, pupils who have achieved a mark of at least 5 out of 10 in each of the promotion subjects shall be automatically promoted to the year above, without the need for deliberation.

Unless otherwise decided by class councils, which alone are competent to judge whether it is advisable to recur to special provisions, pupils who have failed to achieve an average of 5 out of 10 calculated on the basis of all the marks achieved in the promotion subjects and who have achieved four or more marks below 5 out of 10 in all the promotion subjects, shall not be promoted to the year above.

6.4. Secondary 6

At the end of the school year, pupils who have achieved a mark of at least 6 out of 10 in each of the promotion subjects shall be automatically promoted to the year above, without the need for deliberation.

Unless otherwise decided by class councils, which alone are competent to judge whether it is advisable to recur to special provisions, pupils who have failed to achieve an average of 6 out of 10 calculated on the basis of all the marks achieved in the promotion subjects and who have achieved four or more marks below 5 out of 10 in all the promotion subjects, shall not be promoted to the year above.

Annexe 4 - Primary and Secondary Grading Scales

Tallinn European Schools adopts the following grading scales, based on the European Schools regulations (Ref: *General rules of the European Schools 2014-03-D-14-en-10*) and their new marking scales (Ref: <https://www.eursec.eu/en/European-Schools/studies/marking-scale>).

Primary 1-2

In order to allow for a smooth transition from Nursery to Primary, and to emphasise fully the formative aspects of assessment in early primary education, Primary 1 and 2 students will be graded in MySchool with comments, and not with numerical marks, letter grades or other level defining symbols.

Primary 3-5

| Mark | Description |
|------|--|
| ++++ | The competence can be used confidently and applied appropriately and independently in new situations |
| +++ | The competence can be used confidently and applied appropriately |
| ++ | The competence has been partially acquired |
| + | The competence has not been acquired |

This grading scheme is applied to reports only. Any grade or comment in MySchool during the regular lessons in the school year is given according to the following correspondence, not to be confused with Secondary letter grades: A (++++), B (+++), C (++), D (+).

Secondary

| | Grade | Numerical Mark | Numerical mark | Numerical mark | Performance Indicator |
|--|-------|----------------|----------------------------------|-----------------------------|-----------------------|
| | S1-S3 | S4-S6 | 1 decimal S7 preliminary mark | 2 decimals S7 final mark | |
| Excellent though not flawless performance entirely corresponding to the competencies required by the subject | A | 10 9.0-9.5 | 9.0-10 | 9.00-10 | Excellent |
| Very good performance almost entirely corresponding to the competencies required by the subject | B | 8.0-8.5 | 8.0-8.9 | 8.00-8.99 | Very good |

| | | | | | |
|---|----|---------|---------|-----------|--------------------|
| Good performance corresponding overall to the competencies required by the subject | C | 7.0-7.5 | 7.0-7.9 | 7.00-7.99 | Good |
| Satisfactory performance corresponding to the competencies required by the subject | D | 6.0-6.5 | 6.0-6.9 | 6.00-6.99 | Satisfactory |
| Performance corresponding to the minimum of the competencies required by the subject | E | 5.0-5.5 | 5.0-5.9 | 5.00-5.99 | Sufficient |
| Weak performance almost entirely failing to meet the competencies required by the subject | F | 3.0-4.5 | 3.0-4.9 | 3.00-4.99 | Failed (Weak) |
| Very weak performance entirely failing to meet the competencies required by the subject | FX | 0-2.5 | 0-2.9 | 0.00-2.99 | Failed (Very weak) |

Annexe 5 - Homework policy

1. General provisions

- 1.1. The dynamic learning environment at TES, with its many languages and cultural diversity, compel us to harmonise our approach to homework so that it becomes an effective tool to enhance the pedagogical objectives set out in our curriculum.
- 1.2. Harmonisations and collaboration among teachers are required both for the respect pedagogues owe to pupils, and for the need to take into account not only the individual pedagogical needs of one subject but the larger picture overall.
- 1.3. Learning should be exciting and thought-provoking; homework is part of this ethos.

2. The purpose of homework

- 2.1. Homework is part of the continuum of lifelong learning.
- 2.2. It helps to forge the development of independent learning skills.
- 2.3. It builds character through the action of personal responsibility.
- 2.4. It gives parents an opportunity to take part in the education of their children.

3. Characteristics of homework

- 3.1. As part of the continuum of lifelong learning, homework should be in line with the school curriculum and serve a direct purpose or pedagogical objective.
- 3.2. Homework can never be a source of gratuitous punishment or an aimless exercise.
- 3.3. Pupils should be able to complete the work independently, thus it should be appropriate to their skill knowledge and age level.
- 3.4. Homework should contain both a clear indication of its deadline and supposed duration.
- 3.5. Homework must, as far as possible, be assigned in class, and written in MySchool on the same day by teachers at the latest by 6 pm.
- 3.6. Homework for the next day is normally not recommended, and in case it is assigned it must be announced in class and entered in MySchool no later than 6 pm.
- 3.7. For primary pupils, homework must be written both in their diaries and in MySchool; for secondary pupils, only the MySchool obligation applies.
- 3.8. Parents and pupils are informed via MySchool of any homework and have the obligation to check it on a daily basis, in particular when a pupil is absent from school.
- 3.9. Pupils are under no obligation to hand in homework inserted in MySchool after the 6pm deadline for the day after.
- 3.10. Homework during exam times normally takes on the form of revision with the purpose of preparations for the exam.
- 3.11. Homework can be done in different forms, according to the teachers' pedagogical policies and expertise.

4. Guidelines for teachers

- 4.1. Teachers are professionals and use their judgement, in conjunction with other teachers, to decide the volume of homework.
- 4.2. There must always be time, if needed, to check and correct homework in class.
- 4.3. Pupils are encouraged to make use of the library, of the individual study room (only for Secondary) and other facilities at school to complete homework during their free time.
- 4.4. Homework should be completed to a high standard and presented neatly.
- 4.5. Homework must be entered in MySchool by 6 pm.
- 4.6. No homework will be given during official holiday time.

- 4.7. Homework from Friday to Monday, if no alternatives are available, can be given only in a very limited amount and only in secondary.
- 4.8. Teachers must ensure that no more than one summative test, project or major task is scheduled in one single school day. Moreover, they must ensure that the total maximum workload for their class level is not exceeded on a daily and a weekly basis.

5. Guidelines for pupils

- 6.1. Pupils must use their own words when doing research, both on the internet and on any other sources.
Copying and cut and pasting are not allowed, are anti-educational and do not foster independent and critical thinking.
- 6.2. All ideas borrowed from others must bear references to the sources they have been taken from.
- 6.3. Homework late or incomplete will have an adverse effect on marks in MySchool, decided according to the policies communicated by each teacher at the beginning of the school year (other sanctions as per the General rules of EU school are also applicable).

6. Guidelines for parents

- 6.1. Pupils should be encouraged to ask for assistance if in doubt.
- 6.2. Pupils must do the homework. Parents should provide the environment and the tools to complete the tasks and give children the necessary support to explore the answers for themselves.
- 6.3. Parents should encourage pupils to manage their diaries effectively.
- 6.4. Parents should remind their children that if homework is submitted late without justified reason it will impact negatively on their assessment mark in MySchool.
- 6.5. Parents must check MySchool every day for homework assignments.

7. Recommended maximum time for homework

- 7.1. Pupils workload must not be excessive, thus preventing them from having sufficient time for rest, recreation and leisure activities, and must adhere to the guidelines set by the current Homework Policy.
- 7.2. Recommended limits:
 - Primary 1 and 2: 15 minutes per day, focussing on reading, spelling and numbers.
 - Primary 3 and 4: 30 minutes per day, focussing on Literacy and numeracy, with occasional assignments in other subjects.
 - Primary 5: 45 minutes per day, with a gradual introduction to secondary school homework, when tasks become more academic.
 - Secondary 1 to 3: 45 to 60 minutes per day.
 - Secondary 4 and 5: 90 to 120 minutes per day.
 - Secondary 6 and 7: Depending on the individual programmes, possibly not exceeding 120 minutes per day.
- 7.3. The guidelines for Secondary 7 do not preclude extra reasonable time for homework during weekends and school breaks when examination times approach, and exclusively in the subjects in which pupils will sit a written or oral BAC exam.

Annexe 6 - IT Policy

To be revised, linked with Office 365 guidelines and added to School Rules.

[Download the IT Policy](#)

Annexe 7 - Antibullying policy

To be revised and linked to the KiVa programme.

1. Background and basic principles in TES

All European schools have to ensure that pupils have an as secure, safe and friendly educational environment as possible. For that reason, each school should develop and publish clear policies and procedures to be followed in case of bullying. Also, every school should have a programme or strategy to avoid bullying as part of the yearly school activities.

The anti-bullying policy in Tallinn European School is based on the principle of prevention meaning that the school implements systematic activities to promote a culture of caring and positive interaction in the school community.

Team effort is another important principle in bullying prevention meaning that it is the responsibility of every teacher, school worker, pupil and parent to ensure a safe and peaceful learning environment.

Systemic intervention is the third principle in the anti-bullying policy meaning that the school enforces effective tackling of bullying cases coming to the attention of the school. This facilitates the creation of an openly antibullying atmosphere in the school.

2. Definition of bullying, basic theory

Bullying in school is systematic aggressive behaviour against a person who finds it difficult to defend him/herself against the perpetrator(s). The repeated nature of attacks and power differential are central features in this definition.

Bullying can take different forms: verbal (name-calling, mocking), physical (pushing, hitting), indirect acts (spreading rumours, excluding sb.) and cyberbullying.

Rather than consisting of single attacks, bullying represents a rather stable relationship further embedded in the larger peer setting. Bullying can be a strategy to gain status and power in the peer group and it is often successful.

By choosing victims who are submissive, insecure, physically weak and in a low-power, rejected position in the group, the bullies can repeatedly demonstrate their power and renew their high-status position without being confronted. The power demonstrations need witnesses – in most bullying incidents, a group of peers is present.

Influencing the peer context is therefore an essential part of effective antibullying work. Students need to become aware of their own role in maintaining bullying, as well as their potential in putting an end to it. Efforts should be made to influence group norms to build capacity in all children to behave in constructive ways, to take responsibility for supporting victims rather than encouraging the bullies.

Universal phenomenon - about 10% of children and adolescents worldwide are systematic victims.

3. Preventive actions as a strategy in TES

The ethos of TES is founded on the basis of mutual respect between all members of the school community.

Therefore, a proactive approach should be taken aiming to prevent problems from developing by raising awareness and suggesting strategies that promote a positive, supportive environment.

Action at school level:

1. Special attention is given to the school climate so that it reflects respect, tolerance, caring, trust and support. Everyone in the school community should be mindful of their interactions with one another so that this positive behaviour is reflected.
2. To ensure a pleasant and friendly learning atmosphere a set of school regulations and rules have been drawn up which are meant to be followed on a daily basis. During recess time students are provided with regular supervision which is supervised by the Deputy Director. A roster is drawn up including all the teachers on a rotational basis.
3. Teachers are provided with training to ensure a common understanding of bullying and strategies to respond constructively. If necessary, teachers are encouraged to seek expert help from the advisory support group which includes the Director, Deputy Director, school psychologist, therapist and one class teacher each from primary and secondary cycles.
4. All members of the school community have the responsibility to act on incidents of bullying behaviour and to intervene when necessary. Bullying cases should be reported to the class teacher of the pupils involved and Deputy Director will record the incidence on the prescribed forms.
5. All activity focusing on the team spirit and communality also has a preventive effect on the occurrence of bullying. This kind of work can be carried out by pupil council, parents council, various projects in school and with other partners.

Action at the classroom level:

1. Each teacher should raise awareness of bullying within their classes so that children understand that bullying is unacceptable and not to be tolerated.
2. Victims and bystanders understand that they should report incidents of bullying to their peers, teachers or parents. A distinction needs to be made between “telling tales” to get somebody into trouble and seeking help to avoid injury. A mailbox will be set up for anonymous letters of concern from the students.
3. Bystanders understand that wherever possible they should help/protect their peers whom they see are being bullied. Influencing the peer context can reduce the rewards gained by the bullies and consequently their motivation to bully in the first place.
4. Various kinds of class-specific theme events, projects, school trips are delivered to all students by their classroom teachers and supported by other subject teachers. These activities are designed to improve and promote team spirit in classes and will have a beneficial impact on general well-being at school.
5. Students should be provided with education in personal relations, communication skills, conflict resolution, encouragement of respect and tolerance. This is done in cooperation with classroom teachers and subject teachers.

Action at the individual level:

1. Teachers provide support to bullied pupils.
2. Bullies are confronted for their unacceptable behaviour following a specified strategy. Their behaviour is monitored, and parents have to be informed of the instances of bullying.
3. Potential support pupils are involved (for example selected high-status classmates) and challenged to provide support for the victim.

4. Guidelines in case of bullying

The school takes an active stance against bullying by intervening immediately when it is observed. In order to do that it is important to make the distinction between bullying and conflict, fight or misunderstanding. Different procedures are implemented on different cases based on the initial screening.

Guidelines:

- Screening by classroom teacher - is this a case of systematic bullying or is it a case of conflict or fight?
- In case of a fight, misunderstanding or conflict, the classroom teacher is the one who handles the case.
- In case of bullying, classroom teacher works in collaboration with trained teachers. The classroom teacher fills in the screening form (see in annexe 1). Further activities are shared between the classroom teacher and trained teachers.

The following procedure is being implemented in case of bullying:

1. Conversation with the bullied student. The victims need to feel that they are heard and helped by the adults at school. Ask concrete questions – what, when, where and by whom; who has not been involved (potential supporters for the victim). The conversation has to be documented (see annexe 2).
2. Classroom teacher talks to other support students from the class who could help the victim.
3. Individual discussions with the bullies. The bullies need to be confronted for their unacceptable behaviour. These conversations should come as a surprise and not be known in advance.
Conversations are documented (annexe 3).
4. Group discussion with the pupils who have taken part in bullying. They have to commit to changing their behaviour. They are being told that their behaviour is being monitored and the follow-up meeting shall take place later. The conversation is documented (annexe 4).
5. To ensure that bullying will not continue, the staff arranges the follow-up discussions separately with the victim (has the situation changed) and the pupils who have taken part in bullying (how can we make sure that there will be no more bullying). If the victim is willing to participate in the discussion with the bullies, a joint discussion is held. Again, the discussion is documented (annexe 5).

Parents are provided with information about bullying incidence after the preliminary discussions. They are assured that the case is being handled professionally and delicately. Also, they are being informed that parents do not deal directly with bullying issues at school, but follow the agreed procedures.