

Parent/**S**tudent **H**andbook



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Mission

Chartwell is a progressive, family-centered school committed to providing a caring environment that is thoughtfully tailored to the academic and personal needs of each child. More than an academic institution, Chartwell embraces a holistic philosophy that nurtures the whole child and emphasises balanced development across all areas of learning and personal growth.

- to provide students with a strong academic education which will encourage them to excel within their capabilities, whilst at the same time promoting active participation in the arts, sports and the community;
- to foster the development of responsible and caring future world citizens;
- to instil in students a strong sense of self-discipline, justice and industry;
- to prepare students to thrive in a rapidly changing and increasingly technological and multicultural society;
- to enable students to meet challenges with confidence and enthusiasm, utilizing a wide range of problem-solving skills;
- to provide students with a supportive and constructive student-centered learning environment;
- to engage qualified and dedicated teaching staff, well-provided with appropriate resources, in a safe and attractive physical environment.

Accreditation

Chartwell is an accredited University of Cambridge centre for international examinations, the world's largest provider of international education programmes and qualifications.

Cambridge programmes and qualifications are progressive and flexible, helping schools develop student potential. For more information about University of Cambridge International Examinations, please visit www.cambridgeinternational.org

Chartwell International School is also a candidate school with the Council of British International Schools (COBIS). COBIS is a membership association of British International Schools on a global level. The fundamental aim of COBIS is to support its members and represent their interests in Britain and overseas, particularly with Government, education authorities and educational associations in order to advance the interests of British schools overseas. We look forward to reaching full accreditation later this year.



CAMBRIDGE
International Education

Cambridge International School

Chartwell Organisational Structure and Staff

Chartwell International School is a private, independent school that offers education from Nursery until Year 12.

The Heads are responsible for the day-to-day running of the school, regarding the following campuses: Vía Azul Campus (Nursery, F1, F2), Gran Vía Campus (Y1-Y5), and La Dehesa Campus (Y1-Y12).

Chartwell teachers, assistants and staff come from a variety of backgrounds and experiences. However, what they all have in common is a love of teaching, an empathy for their students and a commitment to their education.

Leadership Team	
Organisational structure	Name and surname
General Manager	Misa Tomasevic
Academic Director	Billy Forward
Director of Community Relations & Advancement	Andrea Rivas
Administration Director	Valentina Tudela
Sustainability Director	Jessy Tamol
Head of Via Azul Campus	Antonina Viksenko
Head of Gran Via Campus	Krista Dewald
Head of La Dehesa Campus	Ivana Ivkovic
Primary Coordinator La Dehesa	Magdalena Carrasco Roehrs
Director of Wellbeing and Secondary School Coordinator	Patricia Black
Wellbeing Team	
Counselors	Conor Morgan
	Lisbeth Suárez

Chartwell Structure and Curriculum

Chartwell School's curriculum is structured in line with the UK educational system. The table on the right outlines the ages of students in our school.

Chartwell Preschool delivers the Early Years Foundation Stage (EYFS) programme for children aged 2 to 5. This programme provides children with a strong foundation for future academic success and lifelong learning. Through carefully planned hands-on experiences, guided discovery, and meaningful interactions, the EYFS framework supports the development of essential cognitive, social, emotional, and physical skills during these formative years.

If you'd like to learn more about the EYFS programme please visit:

<https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

In Primary and Secondary, Chartwell offers the Cambridge International curriculum. The Primary programme (ages 5–11) and the Secondary programme (ages 11–18) provide a structured and internationally recognised framework designed to develop learners' knowledge, skills, and conceptual understanding across a broad range of subjects. The curriculum promotes critical thinking, academic rigour, and global awareness, preparing students for continued educational success and responsible participation in an international context.

The school is supported by Cambridge in providing guidance for curriculum development and classroom teaching and learning. It enables teachers to assess children's learning as they progress with assessments: Cambridge Primary Progression Tests, end-of-unit assessments designed by teachers, and CEM assessments.

Class	Age
Nursery	2-3
Foundation 1	3-4
Foundation 2	4-5
Year 1	5-6
Year 2	6-7
Year 3	7-8
Year 4	8-9
Year 5	9-10
Year 6	10-11
Year 7	11-12
Year 8	12-13
Year 9	13-14
Year 10	14-15
Year 11	15-16
Year 12	16-17
Year 13	17-18

The curriculum is well adapted and flexible to suit the international dimension of the school, which is why all subjects are taught in English. The curriculum seeks to strike the right balance between the search for meaning and understanding, and social, emotional and behavioural development. Therefore, subject allocation is adjusted depending on the Homeroom Teacher's and/or Academic Coordinator's appraisal of the needs of the class.

Internationally acknowledged, the Cambridge curriculum has been designed to be culturally sensitive. It includes top-quality teaching and assessment resources appropriate for teaching and learning in local and international schools. The Cambridge programme complements a range of teaching methods and curricula. No part of the programme is compulsory and schools have the freedom to choose the parts that best suit their situation. The modular nature of the Cambridge programme means that it can either be used as the central

Chartwell International School

teaching curriculum or to complement other curricula. Teachers may continue to follow a local curriculum, to meet the statutory requirements of their national system, whilst using Cambridge Progression Tests to enhance their teaching and assessment. Similarly, the Cambridge programme can be used for teaching and tracking the core skills in English, Mathematics and Science while another curriculum is used for any other subjects that may be taught.

Your child(ren) will receive a timetable at the beginning of the school year while official emails will be sent to parents to announce any particular events and corresponding changes in the timetable.

The tables below indicate the subject allocations for each school section.

Preschool										
Years	Communication & Language	Show & Tell	Mathematics	Understanding of the World	Creative Development	Circle Time	Music	PD/SEE Learning	Physical Development	Taekwondo
Nursery	4	1	4	3	3	5	1	1	6	2
F1	4	1	4	3	3	5	1	1	6	2
F2	4	1	4	3	3	5	1	1	6	2

Primary																
Years	English	Writing Lab	Mathematics	Science	History	Geography	PD	ICT	P.E.	Art	Music	Spanish	French	Library	Show & Tell	Taekwondo
Year 1	8	0	6	3	1	1	1	1	2	2	1	0	0	1	2	1
Year 2	8	0	6	3	1	1	1	1	2	2	1	0	0	1	2	1
Year 3	8	1	6	3	1	1	1	1	2	2	1	1	0	1	1	0
Year 4	8	0	6	3	1	1	1	2	2	2	1	1	1	1	0	0
Year 5	6	0	6	3	1	1	1	2	2	2	1	2	2	1	0	0
Year 6	6	0	6	3	1	1	1	2	2	2	1	2	2	1	0	0

Lower Secondary												
Years	English	Mathematics	Science	History	Geography	PSHE	ICT	P.E.	Art	Music	Spanish	French
Year 7	5	5	4	2	2	1	2	4	2	1	3	3
Year 8	5	5	4	2	2	1	2	4	2	1	3	3
Year 9	5	5	4	2	2	1	2	4	2	1	3	3

Upper Secondary										
Years	English	Mathematics	Science	History/Geography	Economics	PSHE	Computer Sciences	P.E.	Art	Spanish
Year 10	5	5	7	3	3	1	4	4	3	3
Year 11	5	5	7	3	3	1	4	4	3	3

Year 12 students have timetables based on the subjects they chose to partake in, therefore they will be different for each child.

*For more information about the Cambridge Curriculum, please visit www.cambridgeinternational.org

Please note that parents and guardians are not allowed to be present during lesson periods, unless invited to contribute to class presentation.

Schedule and Routines

School days have a set routine unless there are special occasions such as field trips and museum outings.

Parents can schedule meetings with teachers and the leadership team at any point in the year but should schedule the meeting in advance. Additionally, **teachers will have a fixed office hour every week that parents can sign up for using the Google Calendar link** that is given at the beginning of the year.

School gates open at **08:00** for students. There is no school supervision prior to this time and if you choose to drop your child(ren) off prior to 08:00 please make sure that you stay with your child(ren) before the gates are officially open and the supervising teacher arrives. The teacher on duty will be there to see children upon arrival until morning line-up. Students are to assemble outdoors, in their designated areas. During the winter period or severe weather conditions students are to go to the designated classroom.

The school's academic day officially ends at **14:45 for both Preschool and Primary** and at **15:30 for Secondary. Enrichment activities begin at 15:30 and end at 16:30.** Each semester, parents will receive an email with the list of enrichment activities offered for the specific semester. A sign-up list for the activities will be sent through the school's email.

Students are expected to leave the school premises right after their classes are over, unless they have an enrichment activity to attend afterwards.

The **Reception desk closes at 17:00 on Mondays, Tuesdays, and Wednesdays and at 16:00 on Thursdays and Fridays** and all school buildings will be locked due to daily maintenance. Should a parent think they might be late to pick up their child(ren) **after 15:30 if they have a regular schedule or 16:30 if they have enrichment activities**, they need to call the Reception desk in advance, so the supporting staff is notified and aware of the number of children being supervised for the day.

Chartwell's timetable has a flexible structure in terms of subject allocation within 45-minute blocks, but the start, breaks and the end are always the same. You may learn about these times in the timetable charts below.

Vía Azul Campus Timetable	
Drop-off	08:00 - 09:00
Activity 1	09:00 - 09:45
Activity 2	09:45 - 10:30
Snack break	10:30 - 10:45
Activity 3	10:45 - 11:30
Activity 4	11:30 - 12:15
Lunch Break	12:15 - 13:15
Activity 5/Nap	13:15 - 14:00
Activity 6	14:00 - 14:45
Snack break	14:45 - 15:00
Pick-up	15:00 - 15:30
Enrichment	15:30 - 16:30
Enrichment pick-up	16:30 - 16:45

Gran Vía Campus Primary Timetable

Drop-off	08:00 - 08:45
Homeroom	08:45 - 09:00
Period 1	09:00 - 09:45
Period 2	09:45 - 10:30
Snack break	10:30 - 10:45
Period 3	10:45 - 11:30
Period 4	11:30 - 12:15
Lunch Break	12:15 - 13:15
Period 5	13:15 - 14:00
Period 6	14:00 - 14:45
Pick-up	14:45 - 15:30
Enrichment	15:30 - 16:30
Enrichment pick-up	16:30 - 16:45

La Dehesa Campus Primary Timetable

Drop-off	08:00 - 08:45
Homeroom	08:45 - 09:00
Period 1	09:00 - 09:45
Period 2	09:45 - 10:30
Snack break	10:30 - 10:45
Period 3	10:45 - 11:30
Period 4	11:30 - 12:15
Lunch Break	12:15 - 13:15
Period 5	13:15 - 14:00
Period 6	14:00 - 14:45
Pick-up	14:45 - 15:30
Enrichment	15:30 - 16:30
Enrichment pick-up	16:30 - 16:45

La Dehesa Campus Lower Secondary Timetable

Drop-off	08:00 - 08:15
Homeroom	08:15 - 08:30
Learning Lab	08:30 - 09:00
Period 1	09:00 - 09:45
Period 2	09:45 - 10:30
Snack break	10:30 - 10:45
Period 3	10:45 - 11:30
Period 4	11:30 - 12:15
Lunch Break	12:15 - 13:15
Period 5	13:15 - 14:00
Period 6	14:00 - 14:45
Period 7	14:45 - 15:30
Pick-up	15:30 - 15:45
Enrichment	15:30 - 16:30
Enrichment pick-up	16:30 - 16:45

La Dehesa Campus Upper Secondary Timetable

Drop-off/ Homeroom	08:00 - 08:15
Period 1	08:15 - 09:00
Period 2	09:00 - 09:45
Period 3	09:45 - 10:30
Snack break	10:30 - 10:45
Period 4	10:45 - 11:30
Period 5	11:30 - 12:15
Lunch Break	12:15 - 13:15
Period 6	13:15 - 14:00
Period 7	14:00 - 14:45
Period 8	14:45 - 15:30
Pick-up	15:30 - 15:45
Enrichment	15:30 - 16:30
Enrichment pick-up	16:30 - 16:45

Student Dismissal and Pick-Up Procedures

Parents are expected to respect their child's designated pick-up time and to follow all school parking and dismissal procedures. These systems are in place to ensure an efficient and safe flow of traffic for all families and students.

If you have any questions regarding parking or how to proceed in the pick-up line, please ask the designated staff members who are guiding traffic and supervising dismissal. They are there to assist you.

We kindly ask that all staff members be treated with courtesy and respect at all times. Their role is to help ensure the safety and smooth operation of dismissal for the entire school community.

Pick-Up and Transport Arrangements

At the beginning of the academic year, parents must inform the school in writing **if anyone other than the child's legal guardian(s) listed on file will be regularly picking up their child, or if the child will be using authorised school transport.**

If there is any change to the usual pick-up arrangement at any point during the year, written communication must be sent to:

- The homeroom teacher
- The head of school
- The appropriate campus reception email:
 - helloviaazul@chartwell.cl
 - hellogranvia@chartwell.cl
 - helloladehesa@chartwell.cl

(Please email the address corresponding to your child's campus.)

This notification must be sent **before 12:00 p.m. (midday) on the day of dismissal.**

If a different person is collecting the child, the school requires:

- Written permission from the parent, and
- A copy or photo of the authorised adult's ID card.

Without this written authorisation and identification, the school **cannot release the child.**

These procedures are strictly enforced to ensure the safety and security of all students.

Students in Year 7 and Above – Walking Home Independently

The walk-home procedure applies **only to students in Year 7 and above**.

At the beginning of the academic year, parents must inform the school if they would like their child to be allowed to walk home independently after school.

- If this is a **permanent arrangement** (routine for the full year), only one written notice is required at the start of the year.
- If this is an **intermittent arrangement** (occasional days only), parents must inform the school **each day** their child will walk home independently.

Parents must send an email to:

- The homeroom teacher
- The head of school
- Reception: **helloladehesa@chartwell.cl**

The email must clearly specify whether the permission is for the full year or for a specific date.

It is crucial that any changes to a walk-home agreement are communicated **before 12:00 p.m. (midday)** on the day of dismissal.

Without written confirmation, students will not be permitted to leave campus unaccompanied.

These procedures ensure clarity, accountability and, above all, the safety of every student.

Any parent or student visiting the school during regular school hours is asked to respect school rules and guidelines. Parents do not enter school premises, unless coming for a specific reason, e.g. parent-teacher meeting. These visits must be announced in advance via email as previously mentioned. Parents or visitors are expected to leave school premises promptly after their visits or meetings. The school does not take any responsibility or does not supervise any siblings that may be brought to the school's premises. Once a parent or guardian has arrived at the school premises for a pick-up, their child(ren) is/are their own responsibility.

Transportation

Chartwell offers the following transport options for families:

1. Private Home Transport

Families may choose to arrange private transport for their child to be collected from home and brought to school.

This service:

- Must be organised directly between the family and the transport provider.
- Involves an additional cost separate from tuition fees.
- It is paid directly to the transport company.

Schlott Transportation – Contact Details:

 servicios@schlott.cl

 +56 9 9739 4995

2. La Dehesa Shuttle Service

For students attending the La Dehesa campus, Chartwell offers a shuttle service from the Vía Azul campus to the La Dehesa campus.

- Students may be dropped off at the Vía Azul campus and transported to La Dehesa.
- This service is provided at no additional cost.
- Arrangements can be made directly with the school by contacting:

 reception@chartwell.cl

Important Reminders:

- If your child participates in any Enrichment activity, shuttle service between campuses is not provided after activities. In such cases, students must be picked up at the campus where the activity takes place.
- The internal shuttle service cannot be combined with the external Schlott transportation service.

If a child uses external transportation in the morning, they must arrive directly at their corresponding campus. They may not arrive at Vía Azul to take the internal shuttle to La Dehesa, as this may cause delays and affect the organization of the service.

Similarly, in the afternoon, if a child belongs to the La Dehesa campus and uses external transportation, they must be picked up directly from the La Dehesa campus.

These measures are necessary to ensure the wellbeing and safety of students, as well as the efficient operation of the shuttle service for families who genuinely require inter-campus transportation.

Attendance, Absences, and Punctuality

If your child is unable to attend school due to illness, please inform both the homeroom teacher and the reception desk as soon as possible. If a student is absent due to illness for three (3) or more consecutive days, families should provide both the reception and the homeroom teacher with a doctor's note.

For planned absences (such as travel), families should notify the homeroom teacher and reception at least two (2) weeks in advance.

If your child needs to leave the school premises early on any school day, it is essential that parents notify the homeroom teacher and Reception in advance by email or by calling the school.

Chartwell fosters a culture of effective time management, and parents are kindly requested to drop off and pick up their child(ren) within the allotted times. The first few minutes of the school day are especially important, as they often include setting the day's agenda, reviewing learning objectives, and building the foundation for lessons. Missing the start of the day can create gaps in understanding and may cause a student to feel lost or left behind.

Late arrivals are also disruptive to lessons and can negatively impact not only the student arriving late, but the entire class. For this reason, we ask families to support punctuality each morning and help children develop good habits and respect for school routines.

If absences or lateness become repetitive, the school may arrange a meeting with parents to discuss the situation and create a plan to improve attendance and punctuality.

Excessive tardiness and absences are not acceptable and will be handled individually.

Communication

Any official school notifications will be sent through e-mail and the school's Whatsapp. In the lower year groups, daily communication between teachers and parents are mostly done by email. If you wish to contact a specialist teacher by email you may do so and each individual teacher will respond at their earliest convenience, that day or the next morning.

For any particular issues, please schedule a meeting.

In general, your first point of contact **for all classroom matters** should be the **homeroom teacher**. In addition, there will be a fixed office hour for each homeroom teacher, the link will be sent at the beginning of the year to schedule this office. Any inquiries that are related to your child(ren)'s work, recess periods, social activities, etc. should be directed towards the homeroom teacher. In case of a particular matter that needs immediate action, you can leave a message at the reception desk and the homeroom teacher will contact you. At the beginning of the school year, each homeroom teacher will share their official school mail with parents, so parents are notified in advance for any future reference in regards to their child's school activities.

In Preschool and Primary school, we use a daily agenda as an important communication tool between home and school. Parents are kindly asked to check and sign the agenda each day to stay informed about their child's activities, reminders, and important updates. The agenda also provides an opportunity for parents to write notes or share relevant information with the homeroom teacher, ensuring clear, consistent, and effective

communication in support of each child's wellbeing and development. Any problems with wellbeing or academic difficulties should be communicated by email for the students' privacy.

For matters relating to school administration, please contact the reception in the first instance.

For inquiries related to the school's curriculum and academic programme delivery, please begin by contacting your child's homeroom teacher. If the matter requires further attention, it may be escalated to the primary coordinators, Head of School, or academic director depending on the seriousness of the concern.

For queries regarding your child's wellbeing, please contact your child's homeroom teacher first. If needed, concerns may be escalated to the Primary Coordinators or Head of School, who may choose to involve the wellbeing counselors or Wellbeing Director.

For more serious matters, a scheduled meeting with the Head of School may be arranged.

According to school policy it is forbidden to share teachers' private phone numbers with parents. Parents are kindly requested to communicate with teachers using the school's official contact details.

Here are the phone numbers and email addresses to contact each school's reception.

Campus	Phone number	Email
Vía Azul	+569 3092 4771	helloviaazul@chartwell.cl
Gran Vía	+569 3867 7698	hellogranvia@chartwell.cl
La Dehesa	+569 9370 6365 +569 8452 2593	helloladehesa@chartwell.cl
Finance	+56 9 8445 4291 (Whatsapp only)	finance@chartwell.cl

Photography and School Publications

Throughout the school year, photographs and videos may be taken during classes, school events, educational activities, and celebrations for educational purposes and to share the life of the School through newsletters, school communications, the School website, and official School social media channels.

If parents or guardians do not wish their child to appear in these photographs or publications, they should notify the School in writing by emailing reception@chartwell.cl.

School Culture

Chartwell values every child's uniqueness, personality and wellbeing, and strives to bring the best of it into daily life through a teaching programme which embraces the diversity of cultural backgrounds. We encourage the development of respect, tolerance and appreciation of others. Delivered diligently, our programme enables the students to continue their education around the world, strengthening children's sense of adjustability when relocating and having to adapt to a new school environment.

Although the school understands how useful modern means of communication might be, students are to refrain from using mobile phones, smart watches or similar gadgets during school hours. The school does not safeguard students' personal belongings. If students wish to call their parents, or if parents wish to call students, we would suggest the use of the school's phone.

The school communicates with parents primarily through email and a weekly newsletter. Families can also stay informed by checking the regularly updated school calendar on our website, Google Classroom, and the weekly email sent by homeroom teachers. You may also schedule a meeting with your student's homeroom teacher at any time during the school year or sign up for the weekly office hour.

Student's Admission

Registration of new students is possible at any time provided that there are places available. However, places will only be offered to children who will benefit from the educational programmes of the school. Those who wish to enter into Year 1 are assessed in terms of their social development and school readiness.

Admission and class placement is not dependent solely on age but the combination of minimum age requirement for a particular age group, academic performance, English language ability, level of independence, social interaction skills, emotional behaviour and any other pertinent circumstances that may be communicated to/ recognised by the school.

Assessment procedures determine the class of entry, ensuring the accurate monitoring and tracking of the student's future progress. The school exercises a policy of selection, which is not dependent on family background, religion or nationality.

For enrollment to our school, the students need to have:

- school and social/emotional reports from the previous school;
- a passport or birth certificate confirming the date of birth;

- an interview with the Admission Team/Head of School;
- if deemed necessary by parents or the Admissions team, students will do a trial week in the proposed class of entry. In the case of secondary it will be three trial days.

As the British International Curriculum begins a year or two before most other countries' curricula, we would be happy to discuss entering children into a class below the expected class for the following reasons:

- to allow a smoother transition back to their home country;
- to enable children to attempt a less challenging curriculum that is in line with prior school experiences and provides a greater chance of success.

This may be particularly relevant where the current ability to actively communicate using the English language denies a child access to the majority of the school curriculum. English is the only official language spoken at the school.

Academic Phases and Transitions

1. Starting Preschool

To ensure a smooth and successful start, families will receive practical information prior to the beginning of the school year outlining key procedures, schedules, and expectations. All required medical documentation, consent forms, and emergency contact details must be submitted before the child's first day of attendance to ensure a safe and well-organised start.

Where appropriate, the school may implement a gradual settling-in period, which may include a reduced timetable (for example, half-day attendance), particularly for younger students. This process is arranged in consultation with parents and is designed to support children as they build confidence, familiarity, and independence within the school environment.

Parents can support this transition by:

- Establishing consistent home routines;
- Speaking positively about school and daily experiences;
- Encouraging independence in dressing, toileting, and personal care;
- Maintaining calm, confident, and consistent morning departures.

It is important to recognise that temporary separation anxiety is developmentally appropriate at this age. Our staff are experienced in providing reassurance, structure, and emotional support, and work closely with families to help each child adjust successfully to the Preschool environment.

Toilet Training: We understand that children develop toileting independence at different stages. While we encourage families to begin toilet training at home when developmentally appropriate, we are committed to supporting children who are not yet fully toilet trained. Teachers will work in partnership with parents to ensure consistency, encouragement, and a respectful approach to this important developmental milestone. Open communication between home and school is essential to ensure a positive and supportive experience for the child.

Our goal is to ensure that every child feels safe, supported, and confident as they begin their preschool journey. Through collaboration, patience, and clear expectations, we work together to make this transition a successful and joyful experience.

2. Transition to Key Stage 1 (Years 1 and 2)

Entry into Key Stage 1 marks the beginning of compulsory Primary education and includes Years 1 and 2. During this phase, students are formally introduced to the Cambridge Primary Curriculum and begin a more structured academic programme.

This transition represents a significant developmental and academic step. The school therefore undertakes a comprehensive assessment process to determine each child's readiness for the expectations of Key Stage 1.

2.1 Ongoing Assessment (Foundation Stage)

Throughout the academic year in the F2 group, students are observed through naturalistic, continuous assessment methods. The Head of School and homeroom teachers conduct systematic observations, working collaboratively with both Foundation and Primary staff to review each child's development and current competencies.

2.2 School Readiness Assessment

The School Readiness Test is a standardized, norm-referenced assessment designed to evaluate the following areas:

- Motor development and physical well-being
- Self-care skills (personal hygiene, dressing)
- Attention and concentration
- Social, behavioural, and emotional development

- Approach to learning
- Language development
- Cognitive development and general knowledge

Particular emphasis is placed on social and emotional maturity. Readiness for Key Stage 1 is primarily determined by a child's ability to regulate emotions, follow instructions, engage positively with peers, and participate constructively in a classroom setting.

Learning is inherently social. Children who struggle with behavioural regulation, peer interaction, or classroom expectations may experience difficulty accessing the curriculum effectively. For this reason, emotional and social development are considered central indicators of readiness.

Assessment outcomes are used to determine whether a child is developmentally prepared for the academic demands of Key Stage 1 and to identify areas requiring additional support.

The school acts in the best interests of each student, recognising that children develop at different rates and acquire skills in diverse ways. Placement decisions are made carefully to ensure long-term academic and emotional success.

3. Key Stage 2 (Years 3–6)

Key Stage 2 follows the completion of Key Stage 1 and represents the next phase of Primary education. During this stage, students consolidate the foundational literacy, numeracy, and learning behaviours established in Years 1 and 2 while progressing toward greater academic depth and independence.

The curriculum becomes increasingly rigorous, with higher expectations for critical thinking, problem-solving, analytical reasoning, and extended written expression across subjects. Students develop fluency in reading, writing, and mathematical reasoning, while also strengthening research skills and the ability to work independently. Preparation for more formal assessments is introduced gradually, and greater emphasis is placed on accuracy, presentation, organisation, and accountability for learning. Homework expectations increase progressively to support the development of effective study habits and time-management skills.

Alongside academic growth, Key Stage 2 places strong emphasis on personal responsibility and character development. Students are expected to demonstrate respectful behaviour, collaborate effectively with peers, resolve conflicts appropriately, and show resilience when facing academic challenges. They are encouraged to take increasing ownership of their organisation, preparation, and overall approach to learning.

The development of confidence, leadership skills, and emotional regulation remains central throughout this phase. Key Stage 2 serves as an important bridge between Primary and Secondary education, preparing students academically, socially, and emotionally for the demands of Key Stage 3. Staff work closely with families to ensure that each student is supported during this critical transition.

4. Key Stage 3 (Years 7-9)

Key Stage 3 marks the beginning of Secondary education and represents a significant transition in both academic expectations and personal development. During Years 7 to 9, students move from the structured environment of Primary education to a more specialised and subject-focused curriculum delivered by specialist teachers.

Students follow a broad and balanced academic programme designed to strengthen foundational knowledge while developing higher-order thinking skills.

Academic expectations increase substantially during this phase. Students are required to demonstrate deeper analytical thinking, structured written responses, independent research skills, and greater intellectual curiosity. Organisation, time management, and accountability for learning become increasingly important as students prepare for the academic demands of Key Stage 4.

In parallel with academic development, Key Stage 3 places strong emphasis on personal growth and responsible citizenship. Students are encouraged to develop resilience, self-discipline, respectful communication, and sound decision-making. They are guided in becoming reflective learners who understand both their academic strengths and areas for continued growth.

Key Stage 3 serves as a critical preparatory stage for IGCSE study. By the end of Year 9, students are expected to demonstrate the maturity, independence, and academic discipline required to make informed subject choices and succeed in the more specialised Key Stage 4 programme.

5. Key Stage 4 (Year 10-11) – IGCSE Programme

Key Stage 4 represents the first stage of formal examination preparation and academic specialisation. During Years 10 and 11, students undertake a two-year programme leading to the International General Certificate of Secondary Education (IGCSE) examinations.

At this stage, the curriculum becomes more focused and academically demanding. Students study a combination of compulsory and optional subjects, allowing for both breadth and individual interest while maintaining a strong academic core.

Core and Optional Subjects

Subjects are offered in accordance with student demand and may include:

- English
- Mathematics
- Science

- Computer Science
- One Modern Foreign Language (Spanish)
- Art
- Geography
- History

Students typically complete between 7 and 9 IGCSE subjects.

Academic expectations at Key Stage 4 are significantly elevated. Students are required to demonstrate advanced analytical thinking, structured and extended written responses, problem-solving skills, and the ability to synthesise information across topics. Independent study becomes essential, and students are expected to manage their workload responsibly, meet coursework deadlines, and prepare systematically for examinations.

Greater emphasis is placed on intellectual discipline, research skills, and exam technique. Teachers provide structured academic instruction alongside pastoral guidance to support students' emotional well-being during this demanding phase.

Key Stage 4 serves as a critical foundation for post-16 education. By the end of Year 11, students are expected to demonstrate academic maturity, resilience, self-management, and clarity of direction as they prepare to enter Key Stage 5 and begin specialising in subjects aligned with their future university and career aspirations.

6. Key Stage 5 (Year 12) – AS and A Level Programme

Key Stage 5 represents the final stage of Secondary education and prepares students for university entrance.

Students select 3–4 subjects at AS and A Level. Subjects are modular in structure, with examinations held at the end of each academic year. The school is an approved teaching and examination centre, and all examinations are conducted on-site.

Subjects are offered in accordance with student demand and may include:

- Mathematics
- English Language and Literature
- History
- Biology
- Physics
- Chemistry
- Psychology
- Sociology
- Geography
- Economics
- Business

- French
- Spanish
- Computer Science
- Art

Strong performance in three A Levels provides access to universities in the United Kingdom, the European Union, Switzerland, and North America.

The A Level programme is designed as a transitional phase between structured secondary education and university study. Students are expected to demonstrate increasing independence, time management, and academic responsibility.

Dedicated study periods are incorporated into the timetable to allow supervised independent study and consultation with subject teachers during school hours.

7. University Guidance and Preparation

The Sixth Form team, including Year 12 and 13 teachers and the academic director, provides structured guidance throughout the university application process. The school will collaborate with external companies to help support students in this process. The academic year 2026 we will be collaborating with Global Admission Center

The school is committed to supporting students in achieving academic excellence while preparing them for the independence, responsibility, and expectations of higher education and adult life.

Record Keeping and Student Files

Accurate and thorough record keeping is essential to ensuring student safety, academic continuity, and effective communication between school and home.

Prior to a child beginning school, it is of the utmost importance that all required medical forms are completed in full. Parents must provide accurate medical information, including allergies, medical conditions, medications, and up-to-date emergency contact details. Students may not begin attending school until all required documentation has been submitted. This information is critical to safeguarding each child's health and ensuring appropriate action in the event of an emergency.

Once a student has been formally admitted, the school establishes an individual student portfolio. This portfolio contains assessment data, report cards, teacher appraisals, standardised test results, and other relevant academic and pastoral documentation. Records are maintained systematically to ensure continuity of information throughout the student's time at the school.

Students receive detailed report cards reflecting academic performance, effort, social and emotional development, and teacher observations. Individual teachers are responsible for organising, interpreting, and reporting assessment results under the supervision of the Head of School. This structure ensures consistency, accuracy, and professional oversight in all reporting procedures.

The school maintains all records with appropriate confidentiality and uses this information to support each student's academic progress and overall well-being.

Assessment in Preschool

Our Early Years programme follows the **Early Years Foundation Stage (EYFS)** framework. The EYFS sets standards for the learning, development and care of children in the early years and provides a strong foundation for future academic success.

The framework focuses on seven areas of learning and development:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive
- Arts and Design

The Prime Areas are particularly emphasised in the early stages, as they form the foundation for all future learning.

How Children Are Assessed

Assessment in the Early Years is ongoing, observational and developmentally appropriate. Teachers gather evidence of learning through:

- Daily classroom observation
- Structured and child-initiated play
- Conversations and questioning
- Practical activities

- Samples of children's work
- Interaction and participation

Assessment is embedded within everyday learning experiences and is designed to inform teaching rather than interrupt it. Teachers use this information to plan next steps and provide appropriate support and challenge for each child.

Reporting in Preschool

Children in the Early Years Foundation Stage do not receive traditional grades or numerical scores.

Instead, progress in each area of learning is reported using the following descriptors:

- **IP (In Progress)** – The child is continuing to develop skills and understanding within the expected developmental stage.
- **Achieved** – The child is consistently demonstrating the expected level of development for their stage.

This approach recognises that children develop at different rates and ensures that assessment remains age-appropriate, supportive and focused on growth.

Our goal in the Early Years is to nurture confident, capable and curious learners while providing families with a clear and meaningful understanding of their child's development.

Assessment Years 1-12

The school uses a balanced and comprehensive assessment framework to monitor student progress, guide instruction, and ensure high academic standards. Assessment takes place at multiple levels to provide a complete picture of each student's development.

Cambridge CEM Assessments

Cambridge CEM assessments, developed by Cambridge University Press & Assessment, are baseline and diagnostic assessments that measure students' cognitive abilities rather than specific curriculum content.

They focus on key skills such as vocabulary, mathematics, non-verbal reasoning, and other thinking skills that underpin success across all subjects. Because they are skills-based and curriculum-independent, they are especially valuable in international schools where students may come from a range of educational backgrounds.

CEM assessments are:

- **Adaptive** – questions become easier or more challenging depending on the student's responses.
- **Digital** – completed online with automatic marking and reporting.

- **Diagnostic and predictive** – they help us understand students' strengths, areas for development, and in some cases provide indicators of future examination performance.

We use CEM assessments primarily at the start of a learning stage to establish a clear baseline. The results are automatically recorded through the digital CEM system, allowing us to analyse data efficiently and accurately.

How CEM Assessments Differ from Cambridge Progression Tests

CEM assessments differ from the Cambridge Assessment International Education Progression Tests in both purpose and focus.

- **CEM assessments measure cognitive ability** – how a student thinks, reasons and learns.
- **Cambridge Progression Tests measure subject knowledge and understanding** based on the curriculum that has been taught.

Progression Tests are administered during the academic year to assess how well students are mastering specific content in subjects such as English, Mathematics and Science.

Why We Log Progression Test Results in the Cambridge Database

Unlike CEM assessments (which are digitally recorded automatically), Progression Test results are entered into the Cambridge database by the school.

This allows us to:

- Analyse performance across different strands within each subject.
- Identify strengths and areas requiring further support.
- Adapt teaching and intervention strategies accordingly.
- Compare results within year groups and across the school.
- Benchmark performance against international standards.

This structured data analysis helps ensure that teaching is responsive, targeted and aligned with international expectations.

The Role of IXL in Ongoing Assessment

We also use IXL Learning as a digital learning and practice platform to support students in English and Mathematics.

IXL provides:

- Targeted skill-based practice aligned with curriculum objectives.
- Immediate feedback to students.
- Diagnostic insights into specific strengths and gaps.
- Real-time data for teachers on accuracy, consistency and skill mastery.

The platform adapts to student responses and identifies areas where further reinforcement is needed. Teachers use this information as part of ongoing formative assessment, allowing them to adjust instruction, provide targeted support and monitor progress over time.

A Balanced Approach to Assessment

Standardised assessments are only part of our overall assessment strategy. We also use:

- **End-of-unit assessments designed by teachers** to evaluate recently taught content.
- **Regular formative assessment in class**, including:
 - Daily classwork
 - Homework
 - Class participation
 - Questioning and discussion
 - Teacher observation
 - Ongoing feedback

Formative assessment allows teachers to adjust instruction in real time and respond to individual student needs.

Together, baseline assessments, progression testing, teacher-designed assessments and continuous classroom observation provide a comprehensive and balanced understanding of each student's development, achievement and potential.

Reporting Years 1-12

Key findings from standardised assessments (including CEM and Cambridge Progression Tests), unit assessments, and ongoing formative evaluation are reflected in the Mid-Year and End-of-Year Reports. These reports provide a comprehensive overview of each student's academic progress, curriculum attainment, reasoning development, and personal growth.

In March, August, and December there are dedicated weeks to Parent-Teacher conferences to discuss students progress and goals. These conferences provide a comprehensive review of each student's annual performance,

including curriculum mastery, assessment results, personal development, and readiness for progression to the next academic phase.

Outside of these designated conference periods, ongoing communication between home and school is strongly encouraged. Homeroom teachers maintain a scheduled office hour during which parents may sign up for appointments. If this time is not suitable, parents may request an alternative meeting time. The school values proactive collaboration and remains committed to maintaining open, constructive communication throughout the academic year.

Reports are issued at the following times:

Report	Date
Mid-Year	End of 1st Semester
End-of-Year	End of 2nd Semester

Report Structure

Chartwell reports contain three sections:

1. Social and Emotional Development

This section reflects the student's attitude toward school, learning, teachers, and peers. The school places strong emphasis on respectful behaviour, positive attitude, and fine manners, and this area is considered an essential component of overall development.

2. Marks and Objectives

This section reflects performance in both summative and formative assessments. Marks are two-dimensional, indicating both knowledge and effort. Objectives clarify expected learning outcomes and help parents understand progress relative to curriculum standards.

3. Teacher Comments

Class teachers and specialist teachers provide professional insight into the student's attitude, classroom contribution, behaviour, and academic performance. Strengths, areas for growth, and progress made during the academic year are highlighted. Where appropriate, achievable targets are included to support continued improvement. These targets may be academic or personal/social in nature, depending on what will most positively impact learning.

Cambridge	Progression Tests			EAL (English as a Second Language)	Chartwell Tests (Non-progression Tests)	Grade
	English	Maths	Science			
Basic	10%	10%	15%	40%	20%	D
Aspiring	20%	15%	25%	70%	40%	C
Good	30%	30%	45%	90%	60%	B
High	45%	50%	60%	N/A	80%	A
Outstanding	55%	75%	75%	N/A	90%	A

Secondary						
Cambridge	Progression Tests			EAL (English as a Second Language)	Chartwell Tests (Non-progression Tests)	Grade
	English	Maths	Science			
Basic	20%	5%	15%	40%	20%	D
Aspiring	30%	15%	25%	70%	40%	C
Good	40%	25%	40%	90%	60%	B
High	50%	45%	55%	N/A	80%	A
Outstanding	60%	70%	70%	N/A	90%	A

Parent – Teacher Meetings

The school values strong collaboration between home and school and schedules several structured opportunities for parent engagement throughout the academic year.

Introductory Meetings (Second Week of March)

Teachers host year-group introductory meetings to provide parents with an overview of expectations, routines, and the curriculum programme for the year. These sessions offer an opportunity to visit the school, meet the homeroom teacher and subject teachers, and connect with other families.

Individual Progress Conferences (Third and Fourth Weeks of March)

Parents are invited to attend individual meetings with their child's homeroom teacher. These conferences focus on how well the student has settled into the academic year and review progress, strengths, and any emerging

areas of concern. Assessment data may be discussed to ensure early identification of potential barriers to learning or well-being.

Mid-Year Report Conferences (Second and Third week of August)

Following the distribution of Mid-Year Reports, two weeks are designated for individual parent–teacher meetings. These conferences provide a detailed review of assessment outcomes and an opportunity to collaboratively establish clear academic and personal goals for the second semester.

End-of-Year Conferences (Final Two Weeks of December)

Meetings are scheduled during the final two weeks of December to discuss End-of-Year Reports. These conferences provide a comprehensive review of annual progress, curriculum mastery, personal development, and readiness for progression to the next academic phase.

Ongoing Communication

In addition to scheduled conference periods, homeroom teachers provide a weekly office hour. At the beginning of the academic year, parents receive a link to reserve appointments as needed. Parents are also welcome to email the homeroom teacher at any time to arrange a meeting or seek clarification.

The school remains committed to maintaining open, proactive, and constructive communication throughout the academic year.

Curriculum Support Activities

Homework

All students are advised to read each evening younger students can do this by reading with their parents. We encourage students Y3-Y12 to use IXL 3 times a week for 20 minutes to reinforce what they are learning in class. Before assessments students will be sent home study material to help them revise before.

Library

The Primary School library has an ever growing and valuable collection of children’s books to read for pleasure as well as books to use in the classroom for different subject areas. Students have the opportunity to check out books from the School Library, but must return previously checked out books before they are allowed to check out new selections. Teachers will write the book that has been borrowed in your child’s agenda.

We encourage and support our students in reading both hard copy and electronic books that can help them become more versatile readers and make reading a more enjoyable and accessible experience.

Students are responsible for books and if a book is misplaced, lost or damaged, the student will be asked to pay for the replacement.

Parents are welcome to make donations to the school library throughout the year.

Parents are invited to schedule a library time to read a book to their student's class. They should schedule this with their homeroom teacher.

Information Technology

Students have ICT classes every week. In addition, homeroom teachers may schedule computer use during the week as needed to support classroom learning.

Secondary students are each assigned a Chromebook at the beginning of the school year. Students are required to take their Chromebook home each day to ensure it is fully charged for the following school day. All devices are monitored through Hapara, and students are not permitted to bypass or attempt to disable this system.

Chromebooks must be handled with care. Misuse of the device or failure to follow school guidelines may result in the Chromebook being temporarily confiscated. The Chromebooks are the responsibility of the students and any damages are the responsibility of the students and family. Students must return the Chromebooks in the same state that they received them. All devices are password protected, and students are strictly prohibited from using another student's Chromebook. Please note that Chromebooks remain the property of the school and are issued to students for educational purposes only.

Support Resources

ESL (English as a Second Language) and Reading Intervention

The ESL Intervention Programme and the Reading Intervention Programme are two distinct forms of support, each with a different focus. Participation in one programme does not automatically mean that a student will require the other.

The ESL Intervention Programme is designed for children coming from countries where another language is spoken. Students are assessed by their teacher to determine whether additional language support is needed. Based on this assessment, students may be recommended for extra resources or for an additional class held before school, if it is considered beneficial.

The Reading Intervention Programme, on the other hand, is intended for students who require additional support with reading and spelling skills. These students may not necessarily have difficulties with overall language comprehension, but may need targeted instruction to strengthen specific literacy skills.

Both programmes are included in the tuition fees. Students are selected based on demonstrated need, as determined through assessments and classroom performance.

Google Classroom and Weekly Communication

At Chartwell, we believe clear and consistent communication between school and home is essential in supporting student learning.

Google Classroom

Each Friday, teachers will post on Google Classroom outlining the learning for the following week. All tasks and materials posted will have a due date of the following Friday.

Each weekly post will include:

- A summary of the lessons taught in class.
- Materials to reinforce learning at home (for example, relevant workbook pages or IXL practice).
- Review activities to consolidate understanding.
- Optional challenge activities for students who wish to extend their learning.

Google Classroom is intended to provide clarity about what has been covered in class and to support families in guiding home practice where appropriate.

Weekly Email

In addition to the Google Classroom post, teachers will send a weekly email every Friday summarising:

- The learning focus for the upcoming week.
- Activities that will take place in class.
- Recommended review exercises and extension opportunities.
- Important reminders, including upcoming assessments and special dates.

This email ensures families are informed and able to support their child's learning effectively.

Questions and Support

If at any point during the year you have questions about Google Classroom, IXL, the weekly email, your child's learning in class, or how best to support practice at home, teachers are available to assist you.

Each teacher will offer a weekly office hour. A sign-up link will be provided in the Welcome Email at the beginning of the academic year.

Parents may also contact the homeroom teacher at any time via email to arrange a meeting outside of the scheduled office hour if needed.

Should further assistance be required, families may contact the Primary Coordinators (La Dehesa) or the Heads of School.

Foreign Languages

The mission of the Chartwell foreign language programme is to enable students to develop a basis for proficiency in a foreign language while gaining knowledge and appreciation of other cultures.

French and Spanish languages are integrated within the curriculum as of Y3.

Wellbeing Department

Chartwell has two Wellbeing Counsellors and a Director of Wellbeing who work collaboratively with the Heads of School, the Designated Safeguarding Lead (DSL), and the wider Leadership Team to support the wellbeing, safeguarding, and development of our students. Depending on the nature of a student's needs, the Wellbeing Team may work directly with students and families and, where appropriate, collaborate with external professionals to ensure coordinated support.

Personal Development (PD) lessons form an important part of our wellbeing programme, helping students develop social, emotional, and personal skills. Chartwell also follows the SEE Learning (Social, Emotional and Ethical Learning) framework to further support students' holistic development.

The School's approach to student wellbeing, safeguarding, and learning support is outlined in the following policies:

- Safeguarding and Child Protection Policy
- Pastoral Care Policy
- Additional Learning Needs (ALN) Policy
- Anti-Bullying Policy

What should your child bring to school?

The school supplies all stationery items, textbooks and notebooks. Students should bring the following items from home:

- a suitable school bag (so it could fit A4 size folder in)
- a complete change of clothes (including underwear and socks) preschool and Y1
- a labelled water bottle
- a healthy snack
- a healthy lunch, if not ordered through school
- suitable attire and footwear (flip flops and high heel or platform shoes are not permitted)
- sun protection, rain coat, rain boots and winter coat when necessary
- In the Via Azul Campus inclosed indoor shoes that will stay in school (example: crocks or inclosed slippers)

For general convenience, please **LABEL** your child(ren)'s property.

The school does not accept responsibility for property which is lost or damaged at school. All lost and found items will be donated to a local charity two times during each semester. Parents will be notified a week in advance.

School Books and Stationery

At the beginning of each school year, students are provided with textbooks, workbooks, notebooks, and school stationery.

- **Textbooks** – each student will have their own textbook for English, Mathematics, Science, History, Geography, French, and Spanish. *Textbooks generally stay at school*, but parents are welcome to borrow these at the beginning of the year and make their home copies some books also have an electronic copy that students will have access to should they wish to follow the pace of learning and students' work;
- **Workbooks and notebooks** – are to be taken home regularly and parents can track their child(ren)'s school work and homework assignments;
- **Stationery** – At the beginning of the year, each student is provided with a stationery set that includes a pencil, colour pencils, an eraser, a sharpener, a ruler, crayons, etc. to support their school work. Students are expected to have a responsible approach to using these items.

Students are expected to keep all textbooks, library books or other instructional material in good condition; restitution will be required for items that are lost or are deliberately damaged or destroyed.

Local and Day Trips

As part of our commitment to providing meaningful and enriching learning experiences, we aim to organize three educational outings during the school year to engaging venues such as a museum, zoo, or planetarium. These visits are designed to extend classroom learning and offer children hands-on opportunities to explore the world around them in a safe and structured environment. Parents will be informed of trip dates well in advance, and a signed permission slip will be required for each outing. School trips typically take place in the morning to ensure children are well-rested and able to fully participate. On these occasions, **children are required to attend in full school uniform** to ensure easy identification and promote a sense of unity and safety throughout the excursion.

The safety of, and responsible behaviour by the students are fundamental priorities. Irresponsible or disrespectful behaviour by students may preclude them from further participation in school trips. All educational visits and off-site activities are organised and supervised in accordance with the School's Trips Policy and Health and Safety Policy.

After-school Enrichment

We have an after-school enrichment programme that starts on the third week of a new school year to suit children's interests and develop physical and intellectual skills.

Enrichment activities begin at 3.30pm and end at 4.30pm.

Visitors

All visitors should report to reception first. Should any visits take place between 8.00 am – 3.00 pm, visitors will be asked to sign in with the receptionist and wear visitor identification. We ask that parents do not interrupt the classes as this may negatively affect the lesson or atmosphere. The receptionist will drop off items or collect a child from class if needed. Home lunch drop-offs for students can be left with the receptionist as well, and a staff member will take them to the school's kitchen area or cafeteria.

Lost and Found

All children's personal belongings such as coats, hats, backpacks, lunch boxes should be labelled with the child's name. 'Lost and Found' box will be located in the school buildings.

For health purposes, 'Lost and Found' box is cleaned out twice each semester. Labelled items are returned to the students while unmarked, unclaimed items are donated to a charitable organisation. We will send reminders home a week before the 'Lost and Found' box is cleaned out. For safety reasons, pets are not permitted

Pets

Pets are not permitted anywhere on the school premises before, during or after school hours.

Toys/Digital Devices

Students are allowed to bring a maximum of two toys to school to play with during recess only. All toys must be kept in the designated box outside the teacher's classroom or inside the student's backpack during class time. If a student plays with a toy during class, they will receive one warning; if the behavior continues, the teacher will take the toy and return it to the parents at the end of the school day. If toys interfere with a child's learning process, the student may no longer be permitted to bring toys to school. Toy weapons of any kind are not permitted. Families are encouraged to send toys that promote cooperation and group play, and please note that the school is not responsible for any lost or broken toys this also includes footballs.

Personal digital devices, including smartwatches, cell phones, cameras, iPads, tablets, and laptops, are not permitted on school premises unless previously approved under exceptional circumstances. If a digital device is medically necessary, parents must formally request permission from the Head of School. Secondary students are issued school Chromebooks, which are monitored and must be used responsibly. If secondary students need to bring a cell phone to communicate with parents after school, it must be left at reception until the end of the school day. Any unauthorized personal digital device seen during school hours will be confiscated, placed in reception, and returned only to a parent or guardian at the end of the day.

The school does not accept responsibility for any property which is lost or damaged at school.

Dress Code

Chartwell does not require students to wear school uniforms. We ask that our children wear appropriate, layered attire, suitable for the weather, and in a manner that keeps them safe and does not interfere with the learning atmosphere. Boys and girls are expected to be neat and clean in appearance and to wear clothing that is acceptable to the multicultural community.

Please make a note of the following that is not permitted:

- Any clothing or accessory that presents a reasonable threat to the others in a school environment, e.g. sharp jewellery, some chains, etc.;
- Clothing that bares or exposes the stomach, buttocks, back (halter tops, short shorts, see-through skirts and similar apparel) etc.;
- Heavy make-up and dying students' hair are discouraged as well. Natural make-up and natural hair colors are permitted.
- Nails should be kept short and clean for hygienic reasons. Nail polish is allowed as long as the previous conditions are met.
- Clothes that have offensive messages.

Failure to comply with the school dress code will be handled individually.

Recess Periods (Snack and Lunch periods)

The School strongly believes that fresh air and outdoor play are an essential part of our students' day. For this reason, students play outside in most weather conditions. Please ensure that your child is properly dressed according to the weather conditions and you are welcome to send an additional change of clothes for your child in case of wet play (socks, additional pair of trousers, rain gear etc.) On rainy days students will have the option of indoor recess. They will participate in activities like arts and crafts, board games, toys, dance etc. They will not be shown movies. However, we encourage you to send children dressed appropriately for rain and cold so that they can still enjoy outdoor recess on rainy days.

As a general rule, if your child is too ill to participate in recess, they are too ill to be at school.

Student Food Policy

At Chartwell, we prioritize the health, safety, and wellbeing of all our students. To support this, we have established the following guidelines regarding food at school.

Preschool and Primary (up to Year 6)

Unless otherwise indicated, the following guidelines apply:

1. Outside Food and Food Sharing

To ensure the safety of students with allergies, dietary restrictions, and sensitivities, students are not permitted to share outside food during school hours. This includes homemade items, snacks, or meals brought from home to be shared with classmates.

There may be special events during the year when the school organizes or authorizes food sharing. Families will always receive prior written notification directly from the school's **official reception email** before these events take place. This communication will include relevant details and a request for parents to inform the school if their child cannot participate.

No other form of communication will be considered official.

2. Birthday Celebrations

Birthdays are a special and joyful part of our school community. In Preschool and Primary, each child may choose a special theme for their birthday, and classes celebrate together by focusing on creativity, friendship, and fun.

To promote healthy habits and inclusive experiences, families are encouraged to consider alternatives such as:

- Planning a fun group activity with the teacher
- Sharing bubbles or another small item with classmates
- Donating a book to the classroom library in the child's honor
- Sending fruit

If families wish to send a treat (other than fruit), it must be individually packaged so that it can be sent home, as students do not consume birthday treats at school.

These practices support student wellbeing and help ensure safe, positive celebrations for all.

Secondary School (Year 7 and up)

Secondary school marks an important transition in your child's school life. At this stage, students are considered old enough to understand and responsibly manage their own food allergies, dietary needs, and sensitivities.

To support this responsibility:

- Students may bring food to consume at school for birthdays and special occasions.
- Families must ensure that the parents of other participating students are informed in a timely manner about what food will be provided.
- This communication must be sent through the student's homeroom teacher and must be shared at least 48 hours in advance.

We strongly encourage families to promote healthy habits by avoiding sodas, energy drinks, and any food marked with more than one warning seal (e.g., excessive sugar, saturated fats, excessive salt). This applies to lunch, snacks, and in-school celebrations.

Fast-food deliveries for students are not permitted at any time.

To prepare students for safe decision-making, we ask families to:

- Speak with your child about their allergies and dietary needs, including which foods they must avoid
- Help them practice how to ask questions or politely decline food if they are unsure about ingredients.
- Ensure the school is fully informed of any allergies or dietary restrictions so staff can support your child effectively

Forgotten Lunches (All Grades)

If a Chartwell student of any age forgets their lunch, parents should contact reception to arrange the option of purchasing a school lunch for that day. Or the parents can leave their lunch at reception. We do not receive deliveries from fast food restaurants.

Chartwell Conduct Expectations

Behaviour is managed in accordance with the School's Behaviour Policy, Pastoral Care Policy, and Anti-Bullying Policy.

No-bullying Policy

We strongly believe that school should be a safe and nurturing environment for all students. Therefore, bullying and aggressive behaviour do not have a place at our school and will not be tolerated.

Bullying is defined as repetitive negative actions targeted at a specific victim. Bullying can be verbal, or it can include exclusion from groups and activities, or physical aggression.

If you have concerns, please ask your child's classroom teacher for assistance. It is also important that you talk to your child about what bullying is and what your expectations are. We will certainly take appropriate action in all cases involving bullying.

In case of any inappropriate incidents, it is important that the children inform the teacher on duty in a timely manner to ensure a clear recall of events from everyone. Children should not take matters into their own hands, but instead, notify a teacher as soon as possible. Bullying, including cyberbullying, is addressed through the School's Anti-Bullying Policy and E-Safety and Responsible Use of Technology Policy.

Behaviour Guidelines and Policies

It is the main goal of Chartwell to ensure that every member of our community feels respected, valued, and treated fairly. In order to maintain a caring environment where individuals can grow, work, and live together feeling happy and secure, we guide students to be respectful, responsible, and safe.

The Chartwell Way

The Chartwell Way outlines the values and expectations that guide student behaviour throughout the school day — in classrooms, on the playground, and during all school activities.

1. Mutual Respect

Students must treat themselves, adults, and peers with dignity in both language and behaviour.

- Speak politely and use appropriate language at all times.
- Respect school property and materials.
- Solve problems peacefully without fighting.

2. Personal Responsibility

Students are expected to take responsibility for their actions and be prepared for learning.

- Arrive on time and ready to begin the school day:
 - Preschool and Primary students by 8:45 a.m. (ready to begin at 9:00 a.m.)
 - Lower Secondary by 8:30 a.m.
 - Upper Secondary by 8:15 a.m.
- Bring necessary materials to class.
- Help keep classrooms and school areas clean and organized.
- Follow school rules regarding toys and equipment.

3. Follow Instructions

Students must follow teachers' and staff members' directions, routines, and school procedures promptly and respectfully.

4. Be a Role Model

Students are encouraged to show kindness, empathy, and consideration, making choices that contribute to a positive school environment.

5. Be Safe

Safety is a shared responsibility. Students must act in ways that protect themselves and others.

- Items that could be used or perceived as weapons are strictly prohibited.
- Students must follow school safety guidelines and report unsafe situations to a staff member immediately.

Chartwell promotes positive discipline. Students are expected to behave in a friendly and polite manner toward peers and staff and to respect school, classroom, and playground rules. Good behaviour is recognised and rewarded in various ways:

- At the whole-school level
- In class (e.g., filling the star jar to earn a special day)

- Individually — for behaviour, academic achievement, and effort (e.g., stickers, “Star of the Week” awards, private or public recognition, notifying parents of good work, etc.)

Likewise, there are consequences for unacceptable behaviour. Students are never publicly humiliated or shamed. Teachers keep behaviour records for each student, and parents will be contacted the same day when necessary. Please refer to the Behaviour Policies for more detailed information.

Playground Behaviour Guidelines

At the beginning of each school year, students are reminded of the Chartwell Way and the expectations for playground behaviour. Supervising teachers are present during all snack and lunch periods, including in the cafeteria.

- Students must remain in designated playground areas and ask permission to leave.
- Students are expected to wear appropriate clothing for health and safety (e.g., caps and sunscreen in summer; appropriate outerwear in winter or rainy periods).
- Students must not hide behind buildings, climb fences, or use equipment in unsafe ways.
- Disagreements must be resolved peacefully.
- Students must inform the supervising teacher immediately if someone is hurt, in danger, or behaving unsafely.
- Supervising teachers may stop any activity they deem dangerous or inappropriate.

Records of playground incidents, accidents, and injuries are kept and reviewed regularly. Parents will be notified when necessary, and the school will act accordingly.

A verbal warning will be given if inappropriate behaviour occurs. All staff members are responsible for students’ safety and well-being; therefore, students must respect all staff and follow instructions at all times.

Teachers on duty are present to ensure that students are safe and enjoying their playtime. Students should not take matters into their own hands but should report concerns promptly so situations can be addressed clearly and fairly.

Rewards

Good behaviour continues to be recognised and celebrated at the whole-school, class, and individual levels. Teachers may award certificates, organise special days, or provide additional activities to acknowledge positive conduct and effort.

Sickness and Holiday Notification Policy

Chartwell School is committed to safeguarding the health of all children. The school keeps a record of your child(ren)'s attendance. For planned absences, please fill in the form at the Reception desk or send an email to the school. In case your child(ren) are unable to come to school because they are ill, please:

- Call and notify the Reception desk if your child is ill, unable to attend a certain school activity or is away for any reason. If your child appears sick, or is unable to participate in school/outdoor activities, we strongly recommend you keep your child at home until they feel better. If your child(ren) are absent from school for three or more days in a row, a medical note should be sent to school.
- For the health and safety of everyone, children who are unwell should not be attending school. In such circumstances, we do not send work home. The school assumes that children are not well enough to do work.
- If a child is off school for an extended period of time, but is well enough to do the work at home (e.g. broken leg) it is up to the class teachers and parents to make optional agreements on the further course of action and school work.
- If your child feels unwell while at school, a nominated member of staff will evaluate the student's medical condition. Should we believe that the child is unable to follow lessons and continue their school activities, the school will notify the student's parents to come to pick up the child.
- Sometimes parents need to take holidays during term time. In such circumstances they should inform the class teacher accordingly and at least a week in advance.

Medical Information

It is **imperative** that the school is informed of any students' medical conditions, allergies, etc. Every parent must fill out this [medical information form](#). If your child requires treatment by a doctor and/or hospitalisation, the School will notify parents by telephone.

Every child is covered by accident insurance. For more information, please contact Valentina Tudela, reception@chartwell.cl.

We do not administer any kind of medication to students. If there is a need for medical treatment, students should remain at home until full recovery and clearance from the doctor. If your child needs to take medication for a prolonged period of time, and has a doctor's clearance to attend school, please fill in the make sure the proper information is completed in this [medical information form](#).

In the event of a serious medical emergency—such as loss of consciousness, difficulty breathing, or a severe allergic reaction—the school will immediately call an ambulance from Clínica Alemana (covered by the student insurance plan) to ensure there is no delay in receiving urgent care. Parents will be contacted immediately afterward.

For non-urgent medical situations, parents will be contacted immediately. At that time, you will be able to decide how you would like to proceed, whether that means picking up your child, seeking medical attention, or allowing them to remain at school under observation.

The School's procedures for first aid, hygiene, accident reporting, emergency medical response, and medication are detailed in the **First Aid, Hygiene and Accident Reporting Policy**.

Head Lice

At Chartwell, we promote healthy lifestyles, which means that we value the physical and emotional health of everyone in our school community. When dealing with issues such as head lice we recognize the importance of everyone in our school community working together. To that end, if you notice that your child has head lice, please inform the school so that we, in turn, can remind families to check for lice regularly and treat their children effectively. If this is followed school-wide, heavy or recurrent lice conditions should not occur.

Parents/carers will be notified immediately if cases of recurrent/persistent head lice will be addressed on a case-by-case basis and may include the decision to send a child home until treatment is effective.

Fire and Earthquake Drills

The safety of our students and staff is our highest priority. The school conducts regular fire and earthquake drills to ensure that all children and adults know how to respond quickly and calmly in the event of an emergency. Emergency preparedness and evacuation procedures are implemented in accordance with the School's **Health and Safety Policy**, **Fire Drill Procedure**, and **Evacuation Handbook**.

Fire Drills

In the event of a fire (or a situation requiring evacuation, such as a bomb threat), a **megaphone alarm** and smoke alarms will sound.

When the alarm is heard:

- Teachers immediately take charge of their classes.
- Students are calmly and orderly led to the nearest designated safe zone using the safest exit route away from the danger.
- Children are reminded not to run or overtake others during evacuation.

- Anyone not in their classroom at the time (e.g., in the restroom or corridors) proceeds directly to the designated safe zone and joins their class.

Once assembled:

- Teachers take attendance immediately.
- The Head Teacher is informed if any student is unaccounted for.
- No one may leave the safe zone to retrieve personal belongings unless permission has been given.

If a student is missing, school leadership coordinates a search of the premises.

Earthquake Drills

As Chile is a seismic country, earthquake preparedness is especially important. Students and staff regularly practise earthquake safety procedures.

During shaking:

- Teachers immediately instruct students to follow the well-known safety phrase:
“Drop, Cover, Hold.”
- Students drop to the ground, take cover under a desk or table, and hold on until the shaking completely stops.
- No one evacuates during the shaking.
- Students are instructed to stay away from windows, doors, and heavy objects.

After the shaking stops and the evacuation alarm sounds:

- Teachers collect their class registers.
- Students are calmly led to the designated safe zone using the safest available evacuation route.
- If aftershocks occur, students and staff immediately return to a “Drop, Cover, Hold” position until it is safe to continue.

Anyone not in their classroom at the time of the earthquake proceeds directly to the nearest safe zone and joins their class or group. All visitors and staff on site follow the same procedures.

Once assembled:

- Teachers conduct a roll call.
- School leadership is immediately informed if anyone is missing.
- No one may leave the safe zone to retrieve personal belongings unless permission has been granted.

Students with additional learning, sensory, or mobility needs are supported in accordance with their individual support plans to ensure their safety throughout the procedure.

Through regular practice and clear procedures, we aim to ensure that all members of our school community are prepared to respond safely and confidently in an emergency situation.

Parental/Guardian Responsibilities

Parents/Guardians

- are partners in the education of their children and are expected to support the efforts of school staff in maintaining a safe and respectful learning environment;
- support the School's ethos and mission in a positive manner;
- are expected to respect all School staff and engage in a constructive partnership, maintaining a respectful and appropriate tone in meetings and communications with any member of staff under all circumstances.
- Parents must park in designed spaces, respect the parking zones and directions established for each campus, and follow all on-site signage. If they are unsure where they need to park, they can ask a designated staff member and should follow the instructions that are given to them.

If parents/guardians fail to respect the school rules and regulations, the contract between them and the school may be terminated.

FAQ: What to do if...

... you would like to pay the fees?

The School offers the following payment options for school tuition:

- Monthly payment: Fees are paid month by month.
- Annual advance payment: The full year may be paid in advance, with a 5% discount applied to the total amount.

For families who choose the monthly payment option, within the first five days of each month parents will receive the corresponding invoice by email. Separately, they will also receive another email with a general payment link, which is sent monthly in the corresponding cases.

To complete the payment, parents must click on the link, enter the exact amount indicated on the invoice received, and select whether they wish to pay by debit or credit card.

For any inquiries, families may contact the Finance Department at finance@chartwell.cl. The following WhatsApp contact number is also available for added convenience: +56 9 8445 4291

... you are late to pick up your child?

The school day ends at 2:45 p.m. for primary students and 3:30 p.m. for Secondary students. All students must be picked up no later than 4:00 p.m. If there is an emergency or unexpected delay, please inform Reception as soon as possible.

For students enrolled in Enrichment Programs, pick-up is between 4:30 p.m. and 4:45 p.m. at the latest. In case of an emergency, families must notify Reception immediately.

... your child is going to be absent from school?

Please call the Reception if your child is ill or away for any reason. If a child is not at school because they are sick, then we do not send work home. We would assume that they are not well enough to work. If a child is off school for an extended period of time but is well enough to do some work at home, (e.g. a broken leg), it is up to the Head of School, Homeroom teacher and the parent to agree what should be done, how it will be marked and what sort of help needs to be given. Sometimes parents need to take holidays during term time. In such circumstances they should inform the class teacher accordingly.

... your child has lost something at school?

The 'Lost and Found' contains items found in the classrooms after school, is the first place to look for the item. If the item you are looking for is not there, ask our staff if they might have seen it or send an email to Reception. It is imperative to label all items.

... your child would like to have lunch provided by the school?

Chartwell offers a well-balanced diet plan for its students. All meals are fresh and prepared daily at one of our campuses.

To enroll in the lunch service, we send an email prior to the first day of classes asking families to confirm their participation. The service may also be contracted during the year by sending an email to reception@chartwell.cl.

The lunch service is arranged on a monthly basis.

If you wish to cancel the service for the following month, please inform us at least one week in advance.

...you would like to talk to your child during the school hours?

Mobile phones, iPods, tablets, smart watches and other similar gadgets **are not permitted** during the school hours. Necessary plans should be made with children before they leave home in the morning (playtime arrangements, sleep overs, birthday arrangements, etc). Students are allowed to use the school phone only in the case of an emergency. The use of personal electronic devices, online platforms, artificial intelligence, and digital technology is governed by the School's **E-Safety and Responsible Use of Technology Policy**.

... you would like to help your child(ren) with their homework?

Homework is useful because it helps your child(ren) reinforce a good understanding of the schoolwork. If you would like to assist your child(ren) with their homework, then try to enhance their independence in problem-solving. By doing so, you will help your child(ren) to learn the most important value of doing homework – the application of their knowledge.

Homework which is done with too much parental support may misguide a student in terms of interpreting their skills and abilities during the schoolwork, resulting in low self-esteem and a negative attitude.