



**TLT**

THE LEARNING TREE

*Parent's  
Handbook:  
2025-2026*

# UPPER PRIMARY SCHOOL

**Parents' Handbook  
Aug 2025 – May 2026**

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A booklet for TLT parents to gain information about the curriculum, activities, values and the policies and procedures at The Learning Tree.

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Dear Learning Tree Families,

It is with great pleasure that we extend a warm welcome to you and your child as we embark on an exciting and enriching journey together at The Learning Tree. As the Head of School, I am privileged to lead our dedicated team in nurturing the academic, social, and emotional growth of our learners.

At The Learning Tree, we are dedicated to providing a holistic education that goes beyond academic success. We believe in fostering the social and emotional well-being of our learners, recognizing that these aspects are fundamental to their overall development. Through a supportive environment and meaningful interactions, we aim to cultivate resilient, empathetic, and socially responsible individuals. In addition to academic excellence, we are committed to developing a wide range of skills and learner attributes that are essential for success in today's ever-changing world. From critical thinking and creativity to collaboration and communication, our curriculum is designed to equip learners with the tools they need to thrive in all aspects of their lives.

We firmly believe that learning is a lifelong journey, and as such, we encourage a partnership between home and school to support our learners' growth and development. Your active involvement in your child's educational experience, whether through participation in school activities or volunteering your time and expertise, is invaluable in shaping their success.

We invite you to familiarize yourselves with the contents of our Parent- learner Handbook, which outlines important information about our school policies and expectations. Your feedback and suggestions are always welcome as we strive to continuously improve and enhance the educational experience for every learner. Together, let us embark on this quest to make The Learning Tree the very best it can be. Thank you for entrusting us with your child's education, and we look forward to a rewarding and fulfilling year ahead.

Warm regards,

**Naila Jamall**  
*Head of School*

## CAMBRIDGE LEARNER & TEACHER ATTRIBUTES

	Cambridge learners	Cambridge teachers
<b>Confident</b>	<p><b>Confident</b> in working with information and ideas – their own and those of others.</p> <p>Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.</p>	<p><b>Confident</b> in teaching their subject and engaging each student in learning.</p> <p>Cambridge teachers know their subject well and know how to teach it. They seek to understand their students and their educational needs. They strive to communicate a love of learning and to encourage students to engage actively in their own learning.</p>
<b>Responsible</b>	<p><b>Responsible</b> for themselves, responsive to and respectful of others.</p> <p>Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.</p>	<p><b>Responsible</b> for themselves, responsive to and respectful of others.</p> <p>Cambridge teachers are highly professional in their approach to teaching and they are collaborative and supportive. They understand their actions will help shape future generations and they are concerned about the holistic development of every individual they teach.</p>
<b>Reflective</b>	<p><b>Reflective</b> as learners, developing their ability to learn.</p> <p>Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.</p>	<p><b>Reflective</b> as learners themselves, developing their practice.</p> <p>Cambridge teachers are themselves learners, seeking to build on and develop their knowledge and skills through a virtuous circle of reflection on practice – involving research, evaluation and adaptation. They support students to become independent and reflective learners.</p>
<b>Innovative</b>	<p><b>Innovative</b> and equipped for new and future challenges.</p> <p>Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.</p>	<p><b>Innovative</b> and equipped for new and future challenges.</p> <p>Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative and flexible. They are always ready to learn and apply new skills and techniques.</p>
<b>Engaged</b>	<p><b>Engaged</b> intellectually and socially, ready to make a difference.</p> <p>Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.</p>	<p><b>Engaged</b> intellectually, professionally and socially, ready to make a difference.</p> <p>Cambridge teachers are passionate about learning within and beyond the classroom, sharing their knowledge and skills with teachers in the wider educational community.</p>

Learn more about the Cambridge learner:

[https://www.youtube.com/watch?v=QIjqUs82n8&ab\\_channel=CambridgeInternationalEducation](https://www.youtube.com/watch?v=QIjqUs82n8&ab_channel=CambridgeInternationalEducation)

**CAMBRIDGE  
PRIMARY  
PROGRAMME  
OVERVIEW**

## WELL-BEING CURRICULUM OVERVIEW

### KEY BENEFITS

Cambridge Primary Wellbeing exemplifies a holistic approach to wellbeing underpinned by the research that is in our [Education brief: Learner wellbeing](#). Learners are encouraged to be active participants in the development of their own and others' well-being by reflecting on and understanding themselves, fostering positive relationships with others, and being safe and active participants in an ever-changing world.

Primary learners are in a period of development where they are learning new things, exploring the world around them, and developing important social and emotional skills. When learners have a positive sense of well-being, they are more likely to feel confident, motivated and engaged in their learning. This is crucial as they progress to adolescence – a period of rapid cognitive and emotional changes – and leads to better academic outcomes and overall success in life.

### AIMS

Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary Wellbeing, learners:

- develop their understanding of factors that contribute to their emotional and physical well-being
- practise a wide range of strategies for managing their emotional and physical wellbeing
- explore a wide range of interpersonal relationships, including friendships, family, the importance of community and social responsibility
- demonstrate positive expressive and receptive communication skills when interacting with others
- are empowered to manage their own safety and respond to change in a wide range of situations
- explore how they can contribute to the well-being of others.

## Cambridge Primary Wellbeing supports learners to become:

**RESPONSIBLE** – Learners begin to take personal responsibility for the care of their own physical and mental health, understand the impact of their words and actions on others, develop skills for resolving conflicts, set boundaries and communicate effectively, recognise and respond to different emotions, and make informed choices that support a balanced and fulfilling life.

**INNOVATIVE** – Learners begin to develop their emotional intelligence and resilience, meaning they are better equipped to handle stress and uncertainty, freeing their mind to create new and innovative ideas. Additionally, a focus on self-awareness and self-reflection can help learners understand their own strengths and limitations, allowing them to better collaborate and brainstorm with others.

**CONFIDENT** – Learners begin to develop emotional literacy, allowing them to understand and manage their emotions, and promote healthy coping mechanisms for stress and anxiety. By building resilience and a positive self-image, learners can feel more confident in their abilities and in navigating challenges.

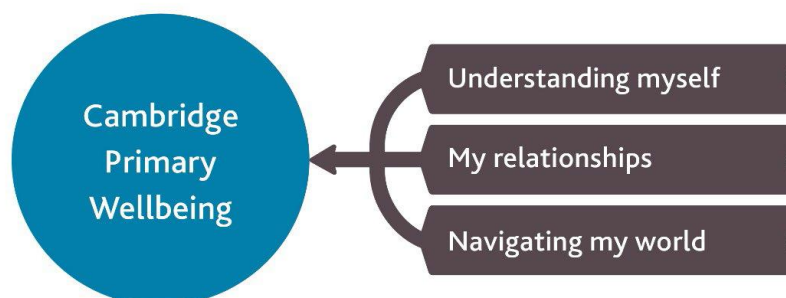
**ENGAGED** – Learners begin to reflect on and understand their emotions, strengths, and personal needs. This can lead to increased self-awareness and confidence, which can enhance engagement in learning and other activities. Encouraging learners to take a proactive approach to managing their own wellbeing can also foster a sense of agency and ownership over their own learning and life experiences.

**REFLECTIVE** – Learners begin to reflect on their thoughts, emotions, and behaviours, and how these impact their own and others' wellbeing. This can involve exploring their values and beliefs, examining their communication skills, and developing self-awareness and empathy towards others. By regularly engaging in reflection, learners can gain a better understanding of themselves and others, leading to increased confidence, engagement, and personal growth.

## OVERVIEW OF THE STRANDS

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Wellbeing. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into three main areas called 'strands', which run through every primary stage.



## LANGUAGE ARTS CURRICULUM OVERVIEW

### KEY BENEFITS

Cambridge Primary English & Urdu empowers learners in their application of language and encourages life-long enthusiasm for reading, writing and spoken communication. It develops communication skills in both languages that learners can apply in everyday situations and study. It also equips learners with transferrable language skills for interrogating and producing spoken and written texts, and working collaboratively. Together the reading, writing, speaking and listening skills acquired through Cambridge Primary Language support learners' overall intellectual, creative and social development.

The structure of the Cambridge Primary Language Curriculum Framework is designed to support the effective teaching of languages within and across the primary stages. For example, we have made the links between reading and writing skills explicit in the learning objectives within each stage, and there is a clear progression of reading, writing, speaking and listening skills across the stages.

Cambridge Primary Language develops confident and inquisitive readers who enjoy reading for pleasure and are able to access information from texts and make decisions about its reliability. Reading and discussing a wide range of texts with diverse themes, and from different contexts, supports learners' independent reading choices and their cultural, social and emotional development.

Learners develop speaking and writing skills that enable them to share their understanding, ideas and feelings clearly and accurately through language. By analysing, evaluating and discussing spoken and written texts, learners gain competence in adapting their communication creatively and effectively for different audiences and purposes.

Learners' speaking and listening skills develop beyond simply sharing and gaining information. They also learn how to listen and respond to others effectively to achieve shared understanding or goals and to express themselves creatively through drama.

### AIMS

Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English and Urdu
- understanding of their personal and local context, as well as having global awareness.

### In Cambridge Primary English, learners:

- become confident communicators, able to apply their reading, writing, speaking and listening skills effectively in everyday situations and in studying a range of subjects
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures

- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes
- develop speaking and listening skills for effective presentation and collaboration, sharing and responding to ideas to achieve a shared understanding or goal
- develop a broad vocabulary and an understanding of how to apply grammar and linguistic conventions appropriately
- develop skills to evaluate spoken and written texts, making decisions about how convincingly they represent different values and opinions.

### **OVERVIEW OF THE STRANDS**

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Language. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into three main areas called 'strands' which run through every primary stage. The strand titles reflect the four language skills:

- **READING**
- **WRITING**
- **SPEAKING & LISTENING**

## **MATHEMATICS CURRICULUM OVERVIEW**

### **KEY BENEFITS**

Cambridge Primary Mathematics encourages lifelong enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. Cambridge Primary Mathematics learners become mathematically competent and fluent in computation which they can apply to everyday situations.

A unique feature of Cambridge Primary Mathematics is Thinking and Working Mathematically. The process of thinking and working mathematically encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions. When learners are thinking and working mathematically they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher-order thinking that assists learners in viewing the world in a mathematical way.

We have structured the *Cambridge Primary Mathematics Curriculum Framework* to support clear progression of mathematics knowledge and skills within and across the primary stages. Learners will systematically develop their mathematical skills in Number, Geometry and Measure, and Statistics and Probability. They recognise the interconnections of mathematical concepts.

The Number strand is the foundation of the primary mathematics curriculum. Learners explore the five principles of counting and develop number fluency, demonstrating flexibility, efficiency and accuracy in the computational strategies that they choose. Learners develop knowledge and skills in the Number strand that they can apply in the other strands of mathematics and in their own lives.

In the Geometry and Measure strand learners develop spatial awareness and explore various contexts in which they must apply number skills. They explore the size, shape and position of geometrical shapes, as well as how to measure attributes of objects, allowing them to visualise real-life problems.

Within the Statistics and Probability strand there is emphasis on the statistical enquiry cycle which learners follow to conduct simple statistics investigations. Learners focus on the interpretation of statistics as this is an important skill that allows them to understand the data they encounter in their everyday lives.

## **AIMS**

In Cambridge Primary Mathematics, learners:

- engage in creative mathematical thinking to generate elegant solutions
- improve numerical fluency and knowledge of key mathematical concepts to make sense of numbers, patterns, shapes, measurements and data
- develop a variety of mathematical skills, strategies and a way of thinking that will enable them to describe the world around them and play an active role in modern society
- communicate solutions and ideas logically in spoken and written language using appropriate mathematical symbols, diagrams and representations
- understand that technology provides a powerful way of communicating mathematics, one which is particularly important in an increasingly technological and digital world.

## **OVERVIEW OF THE STRANDS**

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Mathematics. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into three main areas called 'strands' which run through every primary stage:

- **NUMBER**
- **GEOMETRY AND MEASURE**
- **STATISTICS AND PROBABILITY**

Thinking and Working Mathematically is not an independent strand, instead it is embedded within and across the other curriculum strands. Thinking and Working Mathematically brings awareness to learners' mathematical actions and assists them in finding elegant mathematical solutions.

## **SCIENCE CURRICULUM OVERVIEW**

### **KEY BENEFITS**

The Cambridge Primary Science curriculum supports your learners in developing life-long curiosity about the natural world and enables them to seek scientific explanations to the phenomena around them.

Learners develop a holistic approach to science by considering scientific thinking and practical skills alongside knowledge and understanding which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they require to access and excel at science in later phases of education.

A unique feature of the Cambridge Primary Science curriculum is a strand called Science in Context which supports you in demonstrating the relevance of science to your learners. Improving learners' awareness of science in the world around them develops their sense that 'science is for me' and starts learners on a journey of connecting themselves to the subject.

Alongside Science in Context, the whole structure of the *Cambridge Primary Science Curriculum Framework* is designed to support and enable effective teaching of science within and across the primary stages. You are provided with clearly sequenced strands of science skills and knowledge that will enable learners to describe, explain and investigate the world around them at an age-appropriate level.

Learners will systematically develop their scientific knowledge through the strands of Biology, Chemistry, Physics and Earth and Space while developing scientific practices through the Thinking and Working Scientifically strand. An understanding of science through these strands of study gives learners knowledge and skills to prepare them for the future and to make informed choices. This includes considering sustainability issues and meeting the challenges facing our environment.

## **AIMS**

In Cambridge Primary Science, learners:

- build curiosity and fascination about the world to stimulate their interest about science
- first meet foundational scientific concepts, that then develop through the Cambridge Pathway
- develop their scientific skills so they can become increasingly independent when questioning and investigating phenomena
- begin to understand that scientific models are used to understand and explain phenomena
- recognise that scientific understanding changes over time
- link science to real-world contexts that are personal, local, national and global, identifying the relevance of science to the modern world.

## **OVERVIEW OF THE STRANDS**

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Science. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into main areas called 'strands' which run through every primary stage. Each strand is further divided into 'sub-strands'. Sub-strands are based around the key concepts of each strand. Sub-strands help to identify progression and are useful when designing long-term plans, medium-term plans and other teaching resources.

In Cambridge Primary Science there are three categories of strands all of which support learners in understanding and investigating natural phenomena and providing a foundation for developing future scientific skills, knowledge and attitudes:

- 1. A SKILLS STRAND – THINKING AND WORKING SCIENTIFICALLY**
- 2. CONTENT STRANDS – BIOLOGY, CHEMISTRY, PHYSICS, AND EARTH AND SPACE**
- 3. A CONTEXT STRAND – SCIENCE IN CONTEXT**

## **GLOBAL PERSPECTIVES CURRICULUM OVERVIEW**

### **KEY BENEFITS**

Cambridge Primary Global Perspectives allows learners aged 5 to 11 to develop and embed the skills of analysis, collaboration, communication, evaluation, reflection and research from the beginning of their formal education. Research says that the earlier learners start to develop and practise these transferable skills, the greater the impact on their learning. These skills support them in their studies in primary and prepare them for Cambridge Lower Secondary and beyond.

Learners explore different perspectives, which helps them to develop a global outlook. Learners start to express their own opinions and develop an understanding that there is always more than one point of view.

### **AIMS**

Following Cambridge Primary Global Perspectives helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary Global Perspectives, learners:

- become increasingly independent learners, able to apply the skills of analysis, collaboration, communication, evaluation, reflection and research in everyday situations and when studying other subjects
- explore personal, local and global perspectives to make sense of, and feel connected to, the world around them
- develop an understanding and awareness of global issues, their causes and consequences
- make decisions about the information they read, hear and see
- work together as a team to achieve shared goals
- engage with others' ideas, ask questions and communicate their own views
- reflect on their progress, contributions and learning
- use information and sources to suggest solutions for problems faced by their community.

### **OVERVIEW OF THE STRANDS**

The curriculum is divided into strands, each representing a skill through which students approach challenges or issues. These challenges may be personal, local or Global.

Each strand corresponds to one of the skills:

- **ANALYSIS**
- **COMMUNICATION**
- **REFLECTION**
- **COLLABORATION**
- **EVALUATION**
- **RESEARCH**

## COMPUTING CURRICULUM OVERVIEW

### KEY BENEFITS

Cambridge Primary Computing supports young learners to discover the technological world and to understand how many of the things that they see and use every day actually work. Learners will understand that computers and machines are not operated by magic or by another unseen human being. They will also begin to understand how the data that we input is combined with logical sequences of instruction to generate the outputs that we require from different devices.

Primary aged learners are already likely to be developing an understanding of how they are informed and entertained by a range of digital devices, through their personal explorations and through other areas of their education. The Cambridge Primary Computing curriculum takes this further by enabling them to see what happens on the inside of a computer. Learners will understand how a range of core principles, some of which are centuries old, are applied to the development of increasingly capable computers and machines, and to the services that are controlled by these devices.

Ever since computers were first introduced into classrooms and workplaces, improvements in technology have been continual, dynamic and, in many industries, have revolutionised the way that people work. Therefore, it is important that learners understand how hardware, software and computational thought processes are combined to make computers such essential and exciting parts of our lives. This curriculum therefore supports learners to:

- understand the role of each physical part of a computer system and how software drives what happens inside each of those parts
- develop logical thinking skills, including decomposition, abstraction, pattern recognition and precision.

Learners can apply these thinking skills across all areas of their education, including in Computing where they are used in the creation of computer programs, starting with simple sequences of instructions using a fun and visual programming language. Creating their own programs will support learners to increasingly understand:

- the relationship between inputs and outputs
- how to identify and solve problems, and
- how to program a computer to make decisions based upon the information that it has been given.

Learners will also represent their algorithms verbally and visually, recognising the need to be precise and concise.

Learners will also understand the role of data within computers and how computers are used to gather, store, sort and represent data within spreadsheets and other databases. They will consider how data is transferred between devices and the risks that are associated with data transfer.

The Cambridge Primary Computing curriculum emphasises the increasing scale by which computers are used to control other devices. This provides a valuable opportunity for learners to explore the role of technology in industrial processes and in service industries. Overall, this curriculum helps learners to understand how computers work and how they impact on local and global economies.

## **AIMS**

In Cambridge Primary Computing, learners:

- become confident computational thinkers, who can abstract key information from a set of instructions, break down problems into smaller parts and recognise patterns within sequences of instruction. They can represent sequences of instructions both verbally and visually, with increasing precision.
- think logically, and identify and solve errors in increasingly complex computing scenarios.
- see themselves as computer scientists, who identify opportunities for skills such as programming and logical thinking in a range of local and global industries.
- understand the role that data plays in the lives of individuals, businesses and in the wider world. They also understand how to use computers to gather, store, sort and present data for a range of purposes.
- develop the vocabulary that is regularly associated with computers and with computational thinking.
- evaluate sequences of instructions and understand the value of working collaboratively so that a range of skills can be applied to the development of computer programs.
- understand how computers and other machines are interconnected and how they play a vital role in a range of industries.

## **OVERVIEW OF THE STRANDS**

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Computing. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into five main areas called 'strands' which run through every primary stage. The strands are listed below:

- **COMPUTATIONAL THINKING**
- **PROGRAMMING**
- **MANAGING DATA**
- **NETWORKS AND DIGITAL COMMUNICATION**
- **COMPUTER SYSTEMS**

## ART & DESIGN CURRICULUM OVERVIEW

### KEY BENEFITS

Cambridge Primary Art & Design will enable learners to explore the limitless possibilities that exist both in art and in their own creativity. As art and design is a wide-ranging discipline that brings together skills and intellectual thought processes from across the curriculum, learners will also become experimental, reflective, critical and decisive thinkers. They will understand the benefits of concentration, perseverance and collaboration, as well as develop the motor skills that are generally associated with producing art. The enjoyable and collaborative nature of art and design will also provide them with many opportunities for social development.

Throughout history, art and design have evolved, embraced opportunities and made bold statements, therefore Cambridge Primary learners are encouraged to explore, push boundaries and express themselves through their artistic work. They will view the work of others with increasing curiosity and make connections between different perspectives, different genres and between art that has been created in different historical, geographic and cultural contexts. They will embrace art's potential for expressing things that cannot be captured in words and the links that exist between human feeling and creative output.

Through experimentation with materials and media, learners will begin to master techniques and processes. However, the focus is that they work with increasing autonomy to produce individual outcomes that articulate personal responses to stimuli, the available materials and their own imaginations. This personal and autonomous approach challenges negative views of failure or lack of natural artistic ability and allows learners to reflect upon and appreciate their progress, both as artists and as creative thinkers.

Cambridge Primary Art & Design provides a platform for personal expression and encourages learners to embrace every opportunity to pursue their own ideas. Learners will also benefit from regular opportunities for collaboration, sharing ideas and learning from others. They will collaborate with peers to solve problems, share experimentation and celebrate outcomes. The Cambridge Primary Art & Design classroom allows learners to work creatively with the confidence that comes from knowing that they have the support of their classmates.

As well as collaborating with peers, learners seek inspiration, solve problems, increase their understanding of the world and develop visual appreciation through viewing, reflecting upon and responding to the work of other artists. Learners should approach each encounter as an opportunity to gain inspiration, consider approaches to solving problems, pursue new approaches to their own work, and make informed responses to what they see and feel. The ability to articulate their responses and to recognise the creative possibilities afforded by reflection will help learners throughout their education and as they move towards careers in a world where creative thinking is becoming increasingly valued.

### AIMS

In Cambridge Primary Art & Design, learners:

- see themselves as artists and become increasingly independent and reflective
- develop the skills needed to express creative ideas and to communicate visually
- understand their place and the place of others in an interconnected, creative and innovative world

- make increasingly informed decisions about creative practices and products and about the art and design they encounter, engage with and generate
- understand the roles of creative arts in society
- analyse and reflect on creative intentions and ideas, practices and outputs from different perspectives.

### **OVERVIEW OF THE STRANDS**

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Art & Design. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into four main areas called 'strands' which run through every primary stage. These are:

- **EXPERIENCING**
- **MAKING**
- **REFLECTING**
- **THINKING AND WORKING ARTISTICALLY.**

Although each strand is discrete, they are all intimately connected due to the holistic focus on the development of the learner as an artist and upon the overall artistic process.

## **PHYSICAL EDUCATION CURRICULUM OVERVIEW**

### **KEY BENEFITS**

Physical education is a vital part of a balanced school curriculum. Regular exercise improves both physical and mental health and there is growing evidence that it also improves academic performance across the curriculum. Establishing good patterns of exercise in primary schools also provides learners with the foundation of an active and healthy lifestyle for life.

Cambridge Physical Education is about **learning to move** and also about **moving to learn**.

Learners start **learning to move** by practising the basic movement skills which are the foundation of all physical activities. These include balancing, running, jumping, landing, climbing, hopping and ball skills. There is evidence that children who are competent and confident in these skills are more likely to continue with physical activities throughout their lives.

In Cambridge Primary Physical Education learners develop and combine these skills through a wide variety of age- appropriate physical activities, including games, team sports, gymnastics and dance. Through these activities they develop their coordination, flexibility, speed, stamina and strength. Learners also develop their creative thinking in different physical activities by applying their existing skills to less familiar contexts.

As well as being able to move well, learners develop their understanding of movement. They identify and describe different ways of moving and use this to begin to analyse their own and others' movements. In addition, they learn the parts of their bodies that are involved in different movements and understand the importance of movement for health.

Physical activities also provide many opportunities for **moving to learn**.

Learners practise important social skills such as taking turns, sharing space and equipment and cooperating with others. Learners develop their individual responsibility for moving and using equipment and space safely. They learn how to ask for help and become more active in making decisions.

Learners develop their skills and understanding of leadership, collaboration and fair play through a range of team and group activities. They use these skills to help others to participate and achieve, sometimes leading and sometimes following others. In addition, they practise offering constructive and specific feedback to others, identifying strengths and suggesting future movement goals.

## **AIMS**

In Cambridge Primary Physical Education, learners:

- develop their movement competence and confidence, linking movement skills together with increasing control, fluency and variety
- progress their knowledge and understanding of movement through the learning of movement concepts, rules, tactics/strategies and compositional ideas
- enhance their creativity and innovation in addressing movement challenges by varying elements to help build and extend their movement vocabulary
- participate and perform as individuals and group members in respectful and responsible ways, engaging appropriately and safely in team/group work and fulfilling associated expectations and roles
- develop their knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive and social development, becoming independent, critical and reflective movers and thinkers.

## **OVERVIEW OF THE STRANDS**

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Physical Education. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into six main areas called 'strands' which run through every primary stage. Although each strand is discrete, it is intimately connected to the five other strands due to the holistic focus in Cambridge Primary Physical Education on the physical, cognitive and social development of the learner.

- **MOVING WELL**
- **UNDERSTANDING MOVEMENT**
- **MOVING CREATIVELY**
- **TAKING PART**
- **TAKING RESPONSIBILITY**
- **HEALTHY BODIES**

## **SCHOOL-WIDE EVENTS**

At TLT, we are committed to providing a well-rounded educational journey that transcends mere academic boundaries. We firmly assert that a holistic education encompasses not only scholastic pursuits but also embraces the realms of sports, drama, and various extracurricular activities. These events serve as invaluable platforms for students to showcase their talents, allowing them to flourish beyond the confines of the classroom.

### **SPORTS DAY**

Sports and athletics are integral components of our extracurricular program. Our annual Sports Day event offers every student the opportunity to participate. While we encourage and train students to perform at their best, our primary goal is to foster a spirit of participation in competitive sports, free from the fear of failure. Through drills and practices, students develop the skills necessary to enhance their athletic abilities.

### **ART EXHIBITION**

The annual Art Exhibition at The Learning Tree presents a platform for students to proudly exhibit their artistic talents and unleash their creativity. Through this event, students are given the chance to express themselves through various forms of art and design, showcasing the skills they've honed in their art classes. Guided by a theme, they delve into their imaginations, producing unique and thought-provoking pieces. What makes this exhibition even more enriching is the involvement of professional artists from the local community who serve as judges, providing valuable feedback and recognition for the students' efforts and achievements.

### **THEATRE EXTRAVAGANZA**

Our theatrical productions not only cultivate self-confidence but also provide a platform for students to explore their talents and collaborate as a team. Each play is carefully selected and adapted to suit the age and grade level, with roles assigned based on individual strengths. We ensure that every child plays a significant role, delivering at least one dialogue. Teachers invest considerable time and effort into rehearsing students, culminating in a memorable performance that showcases the collective efforts of students and staff.

### **ACADEMIC EXHIBITION**

The annual 'Academic Exhibition' offers a platform for showcasing student learning across key developmental areas. Parents are invited to participate in activities and games conducted by students, gaining practical insights into our curriculum at various grade levels. This event fosters meaningful interactions between students and parents, deepening understanding of our academic programs.

### **GREAT KINDNESS CHALLENGE**

Each year, our school eagerly participates in The Great Kindness Challenge, a significant event that underscores our commitment to fostering a culture of compassion and empathy within our community. This global initiative serves as a proactive and positive self-focused bullying prevention program, elevating our school climate and enhancing student engagement.



Throughout The Great Kindness Challenge, which spans several weeks, our school community collaboratively engages in a myriad of activities aimed at nurturing kindness. By utilizing the kindness checklist provided, students enthusiastically accept the challenge, demonstrating through their actions that kindness truly matters.

This event not only reinforces the importance of empathy but also strengthens the bonds within our school community. It serves as a poignant reminder that small acts of kindness can have a profound impact, fostering a culture where everyone feels valued and supported.

### **CULTURAL AND RELIGIOUS HOLIDAYS**

We commemorate various cultural and religious observances through celebrations, storytelling sessions, singalongs, and other activities. In an increasingly interconnected world, we recognize the importance of exposing children to diverse cultures to nurture acceptance and tolerance, key attributes of global citizenship.

### **CO-CURRICULAR ACTIVITIES**

Our primary school students have access to a range of extracurricular activities both on and off campus. The popular 'activities' allow students to engage in activities of their choice each term, led by professionals who prioritize student well-being.



TLT

THE LEARNING TREE

# **GENERAL PROCEDURES, POLICIES & GUIDELINES**



## SCHOOL TERM DATES AND TIMINGS 2025 - 26

	<b>TERM BEGINS</b>	<b>MIDTERM BREAK</b>	<b>TERM ENDS</b>
<b>1<sup>ST</sup> TERM 2025</b>	August 2025	October 2025	December 2025
<b>2<sup>ND</sup> TERM 2026</b>	January 2026	March 2026	May 2026

### SCHOOL TIMINGS\*

#### **MONDAY – THURSDAY:**

Grade IV & V

7:50 a.m. – 1:30 p.m.

Grade VI

7:50 a.m. – 1:45 p.m.

#### **FRIDAY TIMINGS**

Grade IV - VI:

7:50 a.m. – 12:00 p.m.

## GENERAL SCHOOL POLICIES

### **Morning and Home Time Guidelines**

#### ENTRANCE AND EXITS / PARKING:

Please Park your cars in an orderly manner outside the school. Please avoid parking in front of any gate. Please follow the traffic flow map attached on the last page of this booklet and instruct your drivers to do the same. Please refrain from driving fast in the school lane and blowing your car horns.

#### PICK AND DROP RULES:

Please cooperate with the staff on duty at the gate.

We place great emphasis on punctuality. Late arrivals are given a tardy slip, which gets reported on their term report cards. When a student arrives late to school, he/she faces the unnecessary stress of walking into the middle of the lesson and organizing himself/herself in a rush. Besides, it causes disruption among other students and disturbs the lesson as well.

If, due to unavoidable reasons, you arrive late to drop your child to school, please wait outside the main gate while the main office is contacted and an assigned person comes to the gate and accompanies your child to his or her class, after issuing a tardy slip.

If you wish to pick up your child early due to some reason, please inform your child's teacher and the school office in the morning personally, or through a phone call or a written note signed by you. Please intercom the office from the gate once you arrive to collect your child. Students and teachers find it very disruptive to have parents walking in and out of the classroom during school hours.

Please collect your child promptly at home time or ring us if there is any difficulty, so that we can reassure your child. Parents who come to collect their child should wait outside the school building in the waiting area until they hear the bell at home time.

Kindly direct your maids to wait a couple of minutes after the bell before they enter the gate. The reason behind this policy is so that teachers can scrutinize ID cards and avoid overcrowding inside the building. Drivers are NOT allowed inside the school premises and must wait next to the main gate. They must hand over the student ID card to the school guard or maid, who will then proceed to bring your child to the main entrance.

If you want someone other than you to collect your child, or if your child is going with another student, please notify the school office personally. The person collecting your child must always show the child's school ID card at the gate.

Please remember that once a teacher hands over your child to you, your maid/driver, or an assigned person, the teachers and school are not responsible for the supervision of your child.

**Please find the traffic map and guidelines for dropping and picking your children from school.** Please ensure whoever comes to pick your child from school follows the guidelines.

### IDENTITY CARDS:

As a safety precaution, all students will be issued with an I.D. card at the beginning of term. This must be shown at the main entrance gate by whoever collects the child or enters the school premises. Unidentified persons will not be permitted to take a child away from school.

If any change (temporary or permanent) is to be made in the method of a child's departure, please notify the class teachers or school office by a note or telephone. We cannot accept messages delivered orally by children. If you require a duplicate copy of the card, kindly send an application along with a passport-sized photograph of your child to the school office.

### **Attendance and Punctuality Guidelines**

#### **LATE ARRIVALS TO SCHOOL, UNSCHEDULED HOLIDAYS & LEAVE OF ABSENCES:**

Parents are requested to take trips and holidays during the scheduled school holidays rather than during the term. Please remember that absence hinders progress at every level in the school. A minimum of 90% attendance must be maintained, as failure to do so may result in conditional promotion to the next class. In case of an emergency, notice of absence must be given in writing or emailed to the Administrator.

Late arrivals are marked tardy, which is reflected in the report card. Students from Grades IV-VI who are tardy are not permitted to enter the class for the first period but are required to sit in the library. All students who arrive after 8:15 am will be sent home.

For further information regarding attendance and punctuality, please refer to the **TLT Primary and Secondary School Attendance and Punctuality Policy** (updated August 2023), which can be accessed through the school website and QuickSchools.

Parents will be notified of the half-term and public holidays at the start of every term through the school calendar, which will be uploaded on the school website: <http://www.tlt.edu.pk/> and emailed to you through QuickSchools. In the event of an unscheduled holiday during the term, parents will receive a text message through our official school bulk SMS system, an email message will be sent to you through QuickSchools, and the school website's announcement bar will be updated.

### **School and Personal materials and Textbooks**

#### **BOOKS & OTHER SCHOOL MATERIALS:**

Refer to the book notice that gives details about the purchase of notebooks, textbooks and art supplies.

All school materials should be treated with respect and care. All school equipment, however trivial must remain on the premises. If your child inadvertently takes anything home, please return it to the school as soon as possible.



### **LIBRARY:**

All students in our school have the opportunity to use our school library and to borrow a book for reading at home on a designated day each week. Grades V and VI do not have a designated slot in their timetables and can visit the library any day during their free time.

### **PERSONAL ITEMS:**

Although we do not encourage it, we do understand that children enjoy bringing their own special items to school from time to time. Please try to ensure that **valuable items are not sent to school** and that any items sent are collected on the same day to avoid loss, as we cannot look after them.

Mobile phones, iPods, iPads, or other electronic devices are strictly NOT allowed to be carried by Junior School students. In case of emergency, students may bring their devices and deposit them at the school reception before school starts and collect it at the end of the school day. If such items are found on students, they will be confiscated and returned to the parent at the end of the term.

### **LOST AND FOUND:**

All abandoned items, not bearing a child's name and grade level, will be placed in the Lost and Found Box. If you need to search for something that belonged to your child, please contact the school office.

## **Homework Guidelines**

### **HOMEWORK:**

Children will be issued homework diaries, which will list the daily homework and any special instructions/notices. A parent must sign the diary on a daily basis. Homework will also be posted on your child's QuickSchools homework log. Every time a new homework item is posted, parents receive a notification through email. It is important for you and your child to check the Homework Log and Class Discussions regularly on QuickSchools.

It is important for the students to complete their homework regularly. Parents must let their children attempt their homework independently as they develop learning skills and self-discipline. Although teachers explain the homework to the children at the close of each day, some children may need a family member to supervise them or read the directions to them. Schedule a time and place for homework that is consistent, comfortable and works well with your family schedule. You should encourage your child to show completed his or her homework to you.

For information regarding homework completion and submission, please refer to **TLT Junior School Homework Policy** (updated February 2019), which can be accessed through the school website and QuickSchools.

## **Healthy & Personal Care:**

### **ILLNESS**

It is the parent's responsibility to inform the school immediately if a child becomes ill.

Parents are asked to keep children at home until they are well to minimize the spread of any illness.

If the child becomes ill during the school day, the parents will be notified promptly, and the child will be cared for until a parent or designated person (who shows the issued identity card) comes to collect the child.

Parents are responsible for keeping the school informed about emergency telephone numbers and it is expected that sick children will be picked up promptly upon notification.

**Please make sure your child is fully fit before returning to school.**

**If your child has had a contagious illness, e.g. Chicken pox, typhoid or any such infection, he/she will not be permitted to rejoin school without a clearance doctor's certificate.**

***IMPORTANT: For Covid-19 and SOPs-related information, please refer to the TLT SOPs document.***

**MEDICINE AND SPECIAL MEDICAL ATTENTION**

The Learning Tree will not administer non-prescription or prescription medicine to children. We do, however, appreciate that in certain circumstances – as in the case of asthmatic children - immediate attention in the form of inhalers may well be required. We ask all parents to complete the school's Medical Form prior to their child starting school and any necessary medicine for emergency purposes must be noted on the form.

**EMERGENCY MEDICAL TREATMENT**

The school has a well-equipped First Aid box and staff has been given basic First Aid training by Indus hospital representatives. In the event of a serious accident, parents or the emergency contact noted on the Medical Form will be telephoned immediately. The Aga Khan Hospital / South City Hospital will be used as a treatment centre.

**HEAD LICE:**

To ensure hygiene and safety requirements are maintained we carry out regular checks in school. If it is discovered that there is a case of head lice, we immediately notify parents to take their child home. It is kindly requested that parents do not send their child to school till they are certain that their child's hair is completely lice-free.

**School Uniform**

The school uniform is available at Naam Sports.

Students must be in school uniform when they attend school unless they are specifically told to dress in other clothes for a particular event. Students who wear other than the prescribed uniform will have to wait in the school office, missing their lessons, till the required uniform item is sent for them from home.

For further details, please refer to the TLT Uniform Policy.

### **Miscellaneous Notes:**

#### **BIRTHDAYS:**

The Learning Tree marks the occasion with a birthday song and celebration. Parents are welcome to bring a special treat for their child's birthday if they wish to. Please check with the class teacher a few days before the occasion, and she will let you know the exact number of children and the most suitable time for the treat. In case the birthday falls on a weekend, the 'treat' can take place on the following weekday. Goody bags and giveaways are not permitted to be distributed in school at the time of the celebration.

#### **SNACK TIME:**

There will be a snack break during school hours. Fizzy drinks should not be brought into school. Sweets and chocolates are not allowed in school. We encourage students to eat wholesome and healthy snacks as often as possible. Please try to send in dry snacks, along with a simple drink of water, in order to avoid a mess in the class. We do offer canteen facilities; students will only be permitted to avail of these facilities on the days assigned to their class at the beginning of the term. Students must only bring a nominal amount of money, as extra money may get misplaced, and this is NOT the school's responsibility.

#### **PARENT-TEACHER MEETINGS:**

Parent-teacher meetings are held to inform the parent of their child's progress at different stages. At these one-on-one meetings, the child's strengths and needs are highlighted, and suggestions are offered on how the needs could be addressed. These meetings are held thrice a year: in mid-first term in October, at the end of the first term in December (accompanied by the student's first term report card), and in mid-second term in March.

Should a parent feel the need to see the class teacher, subject teacher, the Head of Primary School, or the Head of School in addition to these meetings in order to discuss any aspect of the child's schooling, including any academic or policy issues, we are happy to arrange an appointment for you. Please contact the school office to make an appointment. If the teacher has any concerns about your child that need to be brought to your attention, we will schedule a meeting with you through the school office.

#### **WEEKLY ASSEMBLY:**

Weekly assembly will be held every Tuesday for Upper Primary School. Parents are welcome to attend the assembly. During the weekly assemblies, special announcements are made. Students from one section of a grade level are chosen to recite the '*tilawat*', with English and Urdu translations. In addition, they present their new learning and understanding of concepts to members of their school community.

#### **DISCIPLINE POLICY:**

We emphasize good behaviour to students by dialoguing, modelling, and reinforcing the Cambridge profile attributes so that the students internalize these traits, making them a part of their personalities, in order to become global citizens. These include appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance.

Students are commended for displaying and practice of the attributes and attitudes which may be revealed through explicit or implicit actions. In addition, awareness towards self-improvement is created by self- and peer-assessment tools, which the students regularly use.

These tools not only ask them to rate themselves numerically but also require them to reflect on their actions and practices to validate their claims and suggest ways to improve their scores.

In the event when overtly prescribed rules are disobeyed or broken, whether consciously or unconsciously, the student is made aware of the fact, and depending on the age of the student, he or she is told or asked why the act was unacceptable. However, if the misdeed persists, other correctional measures may be taken to deal with the situation, again depending on the age of the student and the seriousness of the misdeed, ranging from missing fun periods and/or break and writing a reflective essay about the undesirable behaviour, informing the parents through a phone call or a written note, arranging a meeting with the parents, etc. Any measure that is taken is carefully thought out and is pertinent to the act, with the purpose of putting the matter right. We never reprimand or humiliate the child in public, nor do we impose any kind of physical punishment that does not serve our purpose of improvement.

## ATTENDANCE & PUNCTUALITY POLICY

### Section I: ATTENDANCE

The direct correlation between what happens at school on a daily basis, the engagement between students and teacher, and a student's ability to succeed cannot be underestimated.

Regular attendance at TLT is strongly encouraged. The Learning Tree has established the following attendance procedure to encourage all students to make daily attendance a part of the school culture.

#### PERFECT ATTENDANCE AWARD

Perfect Attendance awards are given to students at the end of every term for maintaining 100% attendance during the term.

#### Non-Eligibility of Perfect Attendance Awards:

A student who has more than 4 late arrivals (tardy) per term will NOT be eligible to receive this award, regardless of 100% attendance.

#### *Reward for Perfect Attendance:*

Students who receive the Perfect Attendance award will receive 10 points for their houses.

#### ABSENCES

Absence requests for the purpose of family convenience, social events and activities, religious observances or trips, and extended vacations will not be entertained. Parents must plan for these engagements *during the scheduled school holidays or summer vacations*. We also strongly encourage parents/guardians to schedule any kind of official or medical appointments outside school hours, as granting permission for these will be at the discretion of the school principal.

TLT requires all students to maintain **a minimum of 90% attendance each term**. The attendance for each term will be tabulated separately, that is, First Term from August to December and Second Term from January to May, and failure to achieve the required attendance will result in consequences given below.

#### **ATTENDANCE BELOW 90% \***

In Grades X and XI, if a student's attendance falls below 90% in any one term, he/she will not be registered for the Cambridge Examinations through school. The student will then have to register himself/herself privately through the British Council. Students, at the beginning of the term will be required to sign the attendance agreement.

In Grades IV - IX, if any student's attendance falls below 90% in either term, promotion to the next grade will be conditional, at the discretion of the Head of School. The criteria for promotion may involve current academic achievement and a commitment to display regular attendance during the probationary period.

*\*Please see "Exclusions (Section I)" below.*

### ***Exclusions (Section I)***

Absences in the following situations will NOT affect the students' attendance percentage.

- Absences due to school-related activities  
Absences due to school-related activity (for example, community service learning, athletic or sports events, musical or theatrical performances, etc.) shall be excused for the duration of the activities.
- Hajj/Ziarat:  
Absences due to religious observances not listed in our school calendar will not be excused, with the exceptions listed above. In that case, parents or guardians must submit a request via email to Ms Naila Jamall at least two weeks in advance prior to the date of departure.
- Extended or Serious Illnesses or Accidents:  
On the rare occasions when a student misses a large number of sequential days of school due to an extended illness or accident, his/her absence will be excused provided proper documentation from a hospital has been provided. These situations will be considered on an individual basis.
- Family Emergencies:  
In cases of serious family emergencies, the situation will be considered on an individual basis by the Head of School after verifying the state of emergency.

### **Missed Assignments**

It is the responsibility of the absentee student (or parent, in the case of younger students) to initiate contact with the teachers concerning the following:

- missed in-class assessment tasks,
- homework issued if any, as well as clarification,
- request for an extension of the due date for assignments at the teacher's discretion
- any other issues pertaining to missed work due to the absence.

This must be done within 24 hours or as soon as possible via QuickSchools or through emailing the teacher. Please allow the teacher 24 hours to respond to your message.

### **Missed Assessments:**

In the event that a student misses a test or exam during the assessment cycle for any reason other than the below exceptions, there will be no re-take option and the student will be awarded a zero.

***Students will only be given the re-take option for the below reasons:***

### **Medical:**

- If the student has tested positive for COVID and the test result is emailed to the assessment coordinator, by the parent within 24 hours of the assessment date.
- The student is unwell and has been taken to a hospital emergency room, the discharge summary must be emailed to the assessment coordinator, by the parent within 24 hours of the assessment date.

### **Bereavement- Loss of an immediate family member.**

In all of the above cases, an email needs to be sent to the assessment coordinator (Senior School) or Ms Suroor Mushtaq (Junior School) by the parent within 24 hours of the assessment date.

**Important Note:** The final decision regarding the eligibility for a student to re-take the missed assessment will be at the discretion of the Head of School, Ms. Naila Jamall.

## **Section II: PUNCTUALITY**

Tardiness is unacceptable and taken very seriously at TLT. The second and final bell rings at 7:55 am sharp. Students are expected to be in school and lined up in the ground and ready for the school day by 7:50 am sharp.

### **LATE ARRIVALS**

- **ARRIVALS BETWEEN 7:55 am – 8:15 am**

Students who arrive on campus after 7:55 a.m. are marked as tardy; they are required to go to the school office, from where they will be issued an “admit to class” slip, which they will be required to enter class.

- **CONSEQUENCES OF LATE ARRIVALS**

Students who arrive at school after 7:55 am will be required to serve an after school detention on the same day. Parents will receive daily attendance notifications via Quickschools (absences and lates). If you receive a late arrival notification, please be informed that your child will be dismissed 20 minutes after the regular dismissal time. The school will NOT be making phone calls informing parents of the detention, this will automatically take place and parents will receive the notification

Each late arrival will result in a 1-point deduction from the students’ house points. These points are accumulated at the end of the year to determine the winning house.

- **ARRIVALS AFTER 8:15 am**

Any student arriving after 8:15 am will be sent home. (See 'Exclusions' Section II below).

**Exclusions (Section II):**

- **LATE ARRIVALS & EARLY WITHDRAWALS**

- Students are required to attend all the classes when in school. Picking a child early due to conveyance issues, etc. is not allowed.
- Students will only be allowed to enter the school building *later than 8:15 am* or collected before home time under the following circumstances:
  - A doctor's appointment or medical procedure **that cannot be scheduled after school timings.**
  - An official appointment, like visa appointment, issuance of passport, etc. **that cannot be scheduled at a later time**

In either case, an email by the parent will need to be sent to: [jrtltattendance@tlt.edu.pk](mailto:jrtltattendance@tlt.edu.pk) (for Junior School) or [srtltattendance@tlt.edu.pk](mailto:srtltattendance@tlt.edu.pk) (for Senior School) at least **one day** in advance along with the appointment slip attached as proof.

In the event that the above requirement is not complied with, the student will be marked absent for the entire day.

- **UNFORESEEN EMERGENCY**

In cases of serious emergencies, the student may be allowed to be withdrawn early from school. This will be at the discretion of the administrative staff.

Possible circumstances may:

- Death or serious illness in the family
- Student is unwell and requires to be sent home

In such cases, please call the school office and speak with the Administrator, explaining the circumstances. For Upper Junior School (Grades IV-VI), please speak with Ms. Iffat Hussain. For Senior School (Grades VII-XI) please speak with Ms. Misbah Kodi.

Please follow up with a written note or an email to either [jrtltattendance@tlt.edu.pk](mailto:jrtltattendance@tlt.edu.pk) (for Junior School) or [srtltattendance@tlt.edu.pk](mailto:srtltattendance@tlt.edu.pk) (for Senior School) explaining the reason for early withdrawal as soon as possible.