



Pride ISM

An Organisation of Excellence in Education

PARENT- STUDENT HANDBOOK



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Pride International School Myanmar

Parent-Student Handbook

Academic Year 2026-2027

Reviewed in July 2026

Overview & Key Information

In today's interconnected and rapidly evolving world, an international education is essential – one that nurtures both the mind and the heart. At Pride ISM, we recognise the importance of providing a balanced and globally focused learning experience from early childhood. While every child is unique, all students must develop key qualities to thrive in a global society. These include respect for themselves and others, open-mindedness, tolerance, and a sense of responsibility for their actions.

Our goal is to cultivate these qualities by offering a truly international education. We encourage students to embrace a multicultural perspective while also valuing their own cultural identity. Committed to academic excellence, we aim to inspire lifelong learning by equipping students with the knowledge, skills, and attitudes necessary for success in an increasingly globalised world.

This **Parent-Student Handbook**, covering Pre-Nursery through Year 11, provides essential information for a productive and fulfilling school experience. While it does not encompass all policies and procedures, it serves as a key reference guide. As a living document, it includes links to additional resources on our website and other platforms. School policies may be updated as needed, and any changes will be communicated through official channels.

To stay informed, we encourage parents and students to regularly check emails, school announcements, Viber channel announcements, and updates shared on our website and social media. Your engagement is vital to ensuring the best learning journey at Pride ISM.

School Website	www.pismmyanmar.com
School Email	Yangon: pism@pismmyanmar.com Mandalay: pismmdy@pismmyanmar.com
Facebook Page	Yangon: https://facebook.com/prideismoofficial Mandalay: https://facebook.com/prideismmdy

History of Pride ISM

Pride International School Myanmar (Pride ISM) was inaugurated in Yangon in 2001 and has a growing enrolment spread across three campuses: one for Early Years Foundation Stage (EYFS); one for Primary and Secondary; and a sister campus in Mandalay inaugurated in March 2005 which offers Primary and Secondary education, alongside a dedicated and nurturing EYFS campus.

A significant milestone was achieved in October 2015 when the Yangon campus gained official recognition as a registered Cambridge International School, with the Mandalay campus following suit and achieving accreditation in 2017. This accreditation underscored the school's commitment to providing internationally-recognised qualifications and a curriculum that meets global standards.

At Pride ISM, we offer a well-rounded education that blends the strengths of the British National Curriculum with the globally-recognised Cambridge curriculum. This integration ensures that students receive a high-quality, structured education that nurtures critical thinking, creativity, and academic excellence. The British national curriculum provides a solid foundation in core subjects, fostering essential skills such as problem-solving, inquiry-based learning, and independent thinking. By aligning with the Cambridge curriculum, our students benefit from a progressive and internationally benchmarked education, leading to globally respected qualifications like the Cambridge IGCSEs. This combination not only prepares students for success in higher education but also equips them with the skills and confidence to thrive in a rapidly changing world.

Today, Pride ISM continues to offer a world-class education by integrating an international curriculum adapted for Myanmar students and achieving recognition as a Cambridge International School, with campuses in both Yangon and Mandalay. We remain dedicated to academic excellence and the holistic development of students, ensuring they are well-prepared to succeed in a globalised world.



Pride ISM: A Cambridge International School

We are proud to be a registered Cambridge International School, a status that brings numerous benefits to our students and community. This is granted by Cambridge International Education, a department of the prestigious University of Cambridge, and aligns us with a global standard of education recognised by universities and employers worldwide.

International Curriculum: As a Cambridge International School, Pride ISM offers a curriculum that is both flexible and challenging, designed to inspire students and cultivate a lasting passion for learning. This curriculum is culturally sensitive yet international in approach, allowing us to tailor it to our local context while maintaining global standards. Our students develop essential skills and knowledge that prepare them for success in university and future careers.

Global Recognition: Cambridge qualifications are esteemed by top-ranked universities and employers across the globe. Our students can be confident that their achievements at Pride ISM will open doors to opportunities worldwide.

Comprehensive Assessment and On-Site Examinations: The Cambridge approach to assessment emphasises fairness, validity, reliability, and practicality. At Pride ISM, we adopt these principles to ensure that our assessments accurately reflect our students' understanding and abilities, thereby supporting their learning and development effectively. In addition to this, Pride ISM is an official Cambridge exam centre, which means that our students can take their Cambridge IGCSE exams directly at our campus in a familiar environment, reducing the stress and logistical challenges often associated with travelling to external exam centres. By integrating rigorous assessment methods and providing the added convenience of hosting IGCSE exams on-site, we ensure that our students are well-prepared for success at both national and international levels.

Professional Development for Educators: Our accreditation provides access to extensive professional development resources for our educators. This ensures that our teachers continually enhance their skills and teaching practices, directly benefiting student learning outcomes.

Global Community: Being part of the Cambridge community connects Pride ISM to a network of over 10,000 schools in more than 160 countries. This global affiliation fosters cultural exchange and enriches the educational experience for both our students and staff.

Pride ISM's status as a Cambridge International School ensures that our students receive a world-class education, equipping them with the knowledge, skills, and qualifications needed to excel in an increasingly interconnected world.

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Section A: General Information

1. Goals of Pride International School Myanmar

1.1. Our Mission

Our mission is to enable each student to excel academically, personally and socially so that they become successful, self-assured, responsible and compassionate leaders of tomorrow both in Myanmar and across the world.

1.2. Our Vision

We aim to develop lifelong learners that accept responsibilities, promote teamwork, achieve excellence and inspire leadership for a better and more sustainable future.

1.3. Our Philosophy & Objectives

We put our students at the heart of everything we do. This means that we:

1. Aim to maximise student achievement in internationally-recognised accreditation and qualifications.
2. Adopt and engage with world-class, up-to-date learning methodologies and resources.
3. Ensure that our learning environment is safe, clean, modern, stimulating and comfortable.
4. Foster a sense of global-mindedness, diversity and environmental awareness and instil a sense of self-discipline, responsibility, awareness and respect for others, locally and internationally.
5. Nurture each student's holistic pastoral development so that they become well-rounded and empathetic citizens of tomorrow.
6. Offer a broad, imaginative, exciting and evolving extracurricular and enrichment programme that enables leadership and confidence-building through participation and success.
7. Enable our students to make informed career choices and also meet the demanding challenges of universities and colleges across the world.
8. Develop and sustain a lifelong love of learning and personal development.
9. Encourage all our learners to be proud of their school and to maintain their bond with it throughout their lives.
10. Understand, appreciate, respect and seek to uphold Myanmar history, culture, people and language.

1.4. Our School's Values

At Pride ISM, we foster academic excellence alongside strong personal and social values. Guided by the Cambridge Learner Attributes, we nurture confident, responsible, reflective, innovative, and engaged students. These qualities shape well-rounded individuals who contribute positively to their communities. Our students embody the core values outlined below in their daily lives, both in and out of school, as part of their character development and growth as responsible global citizens.

- **Perseverance** – Demonstrating resilience and determination in the face of challenges.
- **Respect** – Treating others with kindness, valuing diversity, and fostering a positive school environment.
- **Innovation** – Thinking creatively, embracing new ideas, and striving for continuous improvement.
- **Dignity** – Acting with integrity, self-respect, and a strong moral compass.
- **Empathy** – Understanding and caring for the feelings and perspectives of others.

Section B: Our Curriculum

2. Early Years Foundation Stage

Our EYFS follows the UK's Statutory Framework that sets standards for an integrated approach to the learning, development and care of children from birth to 5 years old. All our teachers collaborate to design the curriculum, ensuring comprehensive coverage and continuous progression across all areas of study throughout the school. We follow the thematic learning approach, utilising a range of teaching strategies, including whole-class instruction, small group activities, and individualised support. There are seven areas of learning and development, with three prime areas and four specific areas:

Three Prime Areas	• Communication and Language • Personal, Social and Emotional Development • Physical Development
Four Specific Areas	• Literacy • Mathematics • Understanding the World • Expressive Arts and Design

These are used to plan your child's learning and activities, with Early Learning Goals (ELGs) in each area that outline what children are expected to know and do by the end of their Early Years education.

Prime Areas of Learning and Their Associated ELGs

Communication and Language	Listening, Attention and Understanding	Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	Self-Regulation	Children at the expected level of development will: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and showing an ability to follow instructions involving several ideas or actions.
	Managing Self	Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

		• Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	Children at the expected level of development will: • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.
Physical Development	Gross Motor Skills	Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.

Specific Areas of Learning and Their Associated ELGs

Literacy	Comprehension	Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Word Reading	Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
Mathematics	Number	Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World	Past and Present	Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understanding the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
	The Natural World	Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Creating with Materials	Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

In EYFS, children learn through play, exploration, active engagement, and creative and critical thinking, both indoors and outdoors. Our goal is to provide meaningful and enriching experiences that lay the foundation for lifelong learning. We strive to create a happy, supportive, and nurturing environment where every child can thrive.

3. Primary School

Our Primary School follows the Cambridge Primary Curriculum for the core subjects of English, Mathematics and Science. By offering Cambridge Primary, we provide a broad and balanced education for our young learners, helping them to thrive throughout their schooling, work and life. The English National Curriculum is the foundation for other subjects such as Geography, History, Music, Art, Physical Education, Computing and PSHE (Personal, Social and Health Education).

English

Our Primary English curriculum encourages an inquiry-based approach to learning. This approach nurtures students' confidence, creativity, and intellectual engagement while developing essential language skills. The curriculum provides a structured progression of learning objectives across four key skills: Reading, Writing, and Listening & Speaking. Through a variety of teaching strategies and

resources, including literature, poetry, and diverse texts, students not only enhance their language skills but also develop an appreciation for different ideas and storytelling styles. By integrating these elements, we ensure that students develop a strong command of the English language, preparing them for effective communication and lifelong learning.

The Oxford Reading Tree supplements our reading programme and complements the various reading materials available to our students from other resources available in the library. This is also accompanied by the Oxford Reading Buddy scheme, a digital reading service available to our students at home and at school, making reading more interactive, motivating and engaging.

Mathematics

Our Primary Mathematics curriculum is designed to develop a strong foundation in mathematical concepts through exploration, problem-solving, and real-life application.

In Key Stage 1, students build essential skills in the strands of Geometry (shape, position and direction), Numbers, Problem Solving, Statistics and Measurement. They develop a deep understanding of numerical relationships while being introduced to fundamental operations like addition, subtraction, multiplication, and division.

In Key Stage 2, the main strands of the curriculum are that of Shape and Space (properties of 2D and 3D shapes, tessellation, transformations and symmetry), Measurement (capacity, length, mass and time metric units, estimation and selecting the correct equipment for measuring), Numbers (including various techniques for multiplication and division, fractions, decimals and percentages, probability, place value to millions and rounding to the nearest relevant value), Data Handling (making tables, drawing and interpreting graphs) and Problem Solving (two and three step problems, using and applying all the skills children have learnt through the other strands of the curriculum).

Our hands-on, inquiry-based approach encourages students to explore mathematical concepts through investigations, discussions, and practical activities, making learning both engaging and meaningful.

Science

Our Primary Science curriculum fosters curiosity, critical thinking, and a hands-on approach to learning. Through scientific inquiry, students explore life processes, physical phenomena, and materials while developing environmental awareness and a deeper understanding of the world around them.

In Key Stage 1, students are introduced to key concepts such as living things (plants, animals, and humans), everyday materials, and seasonal changes. Learning is driven by observation, questioning, and simple investigations. In Key Stage 2, students take a more investigative approach, researching and conducting experiments to explore key scientific themes:

- Biology – Living things, humans, plants, and ecosystems.
- Chemistry – Material properties, changes in matter, and states of matter.
- Physics – Forces, energy, light, sound, and electricity.
- Earth and Space – The planet Earth, the solar system, planets, and the Earth's position in space.

Through practical experiments, discussions, and real-world applications, students develop confidence in scientific thinking while nurturing a lifelong appreciation for science.

Social Studies (History & Geography)

Students build a strong understanding of the world through Social Studies – both past and present – through engaging and thoughtfully structured topics. They explore a range of local and international places, gaining insight into diverse cultures, environments, and historical events.

The History curriculum is driven by historical enquiry. Students learn to ask meaningful questions about change, cause, similarity and difference, and historical significance. This approach supports the development of a secure chronological understanding of both Myanmar and global history,

In Geography, students deepen their knowledge of their local environment and expand their awareness of the wider world. They develop key geographical skills as the curriculum covers both physical and human geography. Physical geography topics include climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle. Human geography explores areas such as settlement types, land use, economic activity, trade links, and the distribution of natural resources including energy, food, minerals, and water.

Myanmar Language

All students participate in Myanmar language lessons, developing skills in reading, writing, listening, and speaking. Our curriculum not only builds language proficiency but also introduces students to Myanmar's rich cultural heritage. Through traditional games, rhymes, and poems, students engage with the language in meaningful ways. They also explore the country's ethnic groups, learning about their unique traditions and customs. By combining language learning with cultural appreciation, students gain a deeper understanding of Myanmar's history and identity.

Computing

Our computing curriculum is supported by well-equipped computer labs, ensuring that all students have the tools they need to develop essential IT skills from an early age. From Key Stage 1 through Key Stage 2, our computing curriculum helps learners develop essential computing skills with an approach that uses real-life examples, reinforces key vocabulary, and provides opportunities to empower five key computing strands: computational thinking; programming; managing data; networks and digital communication; and computer systems.

Music

At our school, music is more than a subject – it is a joyful and expressive journey that builds confidence, creativity, and community. From the earliest years, students are immersed in the world of sound, rhythm, and melody. They listen to and respond to a variety of musical styles, sing songs with enthusiasm, and explore a wide range of instruments. In every lesson, students develop core skills in music theory, vocal performance, and instrumental technique. Music is brought to life through regular performances in class assemblies and our annual prize-giving ceremony, where students proudly showcase their talents. Whether performing solo or as part of an ensemble, our students grow as musicians – and as expressive, confident individuals.

Art & Design

With our vibrant Art & Design curriculum, students are encouraged to unleash their creativity through an exciting journey of exploration and self-expression. Using a wide variety of styles, media, and materials, they dive into hands-on projects that celebrate originality and imagination. From painting and collage to sculpture and mixed media, students experiment freely as they discover the joy of creating. As their confidence grows, so does their ability to produce more detailed and complex artwork. A strong emphasis is placed on sketching and drawing, with students learning to add depth and dimension through shading techniques.

By Key Stage 2, students begin to refine their technical skills, learning how to design and craft functional, eye-catching products—often using recycled materials that highlight the importance of sustainability. They also gain inspiration from famous artists, studying their unique styles and techniques to inform and enrich their own work. With creativity at the heart of every lesson, our students not only develop artistic skill but also a lifelong appreciation for the visual arts.

Physical Education

Our Physical Education curriculum for Key Stage 1 helps students develop key social skills such as taking turns and following rules and teamwork to encourage regular physical activity as part of a healthy lifestyle. In Key Stage 2, students build on the aforementioned skills while also furthering their interest in sports and athletics. PE helps students improve coordination, fitness, and confidence while promoting a lifelong love for physical activity.

4. Secondary School

4.1. Key Stage 3 (Year 7 to Year 9)

English

Our Key Stage 3 English Curriculum is built on a robust foundation that places equal emphasis on the four macro skills of reading, writing, listening, and speaking, recognising the vital role that language plays in students' cognitive, social, and linguistic development. Emphasizing real-life learning and carefully designed spiral progression, we take pride in the depth, coherence, and continuity of our English curriculum. Each macro skill is developed through meaningful, authentic contexts that build cumulatively throughout the stages, enabling students to apply their knowledge confidently, think critically, and communicate with clarity and purpose. Students develop confident speaking fluency through exposure to various real-life scenarios, such as dialogue and debate, while writing is refined through sustained practice across academic, formal, and creative forms. Listening and reading are both sources of enjoyment and critical inquiry, exposing learners to the increasingly complex nature of written and spoken texts. Grammatical structures and vocabulary – the foundation of writing and learning fluency – are embedded purposefully across all areas. In essence, all components of the Key Stage 3 English curriculum prepare students with the prerequisite skills and competencies for Key Stage 4.

Mathematics

Our Mathematics curriculum emphasises the interconnected nature of the subject, enabling students to move fluently between different representations of mathematical ideas. It covers key domains including Number, Algebra, Geometry, Measurement, Probability, and Statistics. Building on the foundations laid in Key Stage 2, the curriculum promotes fluency, mathematical reasoning, and the ability to solve increasingly complex problems. The programme follows a consistent pace for all learners, ensuring a strong and cohesive foundation for success in Key Stage 4.

Science

Our Science curriculum lays the foundation for understanding the world through the core disciplines of Biology, Chemistry, and Physics. At Key Stage 3, the focus is on deepening students' understanding of key scientific concepts and the connections between them, while introducing the big ideas that underpin scientific knowledge. Students learn to think scientifically by working objectively, adapting explanations based on new evidence, and appreciating the role of peer review. They also develop skills in collecting, recording, and analysing data, while expanding their use of scientific vocabulary, nomenclature, units, and mathematical representations.

Information and Communication Technology (ICT)

Our Key Stage 3 ICT curriculum offers high-quality computing education that develops students' computational thinking and creativity to understand and influence the world. Focusing on core computer science principles, students learn how digital systems operate and apply this knowledge through programming. Building on Key Stage 2 foundations, they gain skills to create programs, systems, and diverse digital content. The curriculum also emphasises digital literacy, enabling students to confidently use technology to express ideas and prepare for future workplaces and active participation in a digital society.

History

Our Key Stage 3 History curriculum deepens students' chronological knowledge of British, Myanmar, and world history, providing a strong foundation for broader learning. It encourages students to identify significant events, draw connections and contrasts, and analyse trends over time. Students develop their use of historical terms and concepts, engage in valid historical inquiries – including those they design themselves – and produce well-structured, evidence-based accounts. They also learn to critically evaluate different types of historical sources and understand how varying interpretations and arguments about the past are constructed.

Geography

Our Key Stage 3 Geography curriculum builds on students' existing knowledge of Myanmar and other countries, focusing on their physical and human features. Students explore how geographical processes shape distinctive landscapes and how these change over time. The programme develops their ability to apply geographical knowledge, concepts, models, and theories, alongside skills in analysing and interpreting diverse data sources. Key areas of study include locational and place knowledge, human, physical and environmental geography.

Myanmar Language

Building on the foundations laid in Key Stages 1 and 2, the Key Stage 3 Myanmar Language curriculum further develops students' skills in reading, writing, listening, and speaking with increased complexity and sophistication. Students deepen their language proficiency through more advanced texts and extended writing tasks, while continuing to enhance their conversational and comprehension abilities. Through this integrated approach, students gain a richer appreciation of Myanmar's cultural identity and develop the language skills needed for confident, effective communication in a variety of contexts.

Music

Our Key Stage 3 Music programme develops students' vocal and instrumental skills, focusing on fluency, accuracy, and expressiveness. Students learn to play and perform confidently both solo and in ensembles. They are taught to use the staff and other musical notations accurately and to listen critically to a diverse range of music from renowned composers and musicians. The curriculum also fosters a deeper understanding of the music they perform and listen to, including its historical context.

Art & Design

Our Key Stage 3 Art and Design programme nurtures students' creativity and technical skills, helping them develop greater proficiency in their artistic execution. Students build a critical understanding of artists, architects, and designers, learning to make informed, reasoned judgments that influence their own work. They are taught to record observations through sketchbooks and various media, improve their handling of materials such as clay, and analyse and evaluate both their own work and that of others.

Physical Education

Building on the physical development and skills acquired in Key Stage 2, our Key Stage 3 programme enhances students' competence, confidence, and technical expertise across a variety of sports and physical activities. They develop tactics and strategies to succeed in both team and individual competitive games, improve their techniques in sports like athletics, and are encouraged to participate in competitive activities beyond school through community and sports club involvement.

4.2. Key Stage 4 (Year 10 & Year 11)

Our Key Stage 4 curriculum prepares our students for the Cambridge IGCSE examinations. We offer the following subjects.

Cambridge IGCSE English as a Second Language (Count-In Speaking) (0511) offers learners the opportunity to gain the following lifelong skills and knowledge through a holistic and integrative approach to language learning: better communicative ability in English; improved ability to understand English in a range of everyday situations and in a variety of social registers and styles; greater awareness of the nature of language and language-learning skills; and wider international perspective.

Cambridge IGCSE Mathematics (0580) equips learners with essential mathematical skills for everyday life, further education, and other subjects. The syllabus builds confidence, fluency, and accuracy in applying mathematical techniques with and without a calculator. It encourages analytical thinking through exploring patterns, relationships, and problem-solving in both mathematical and real-life contexts. Students learn to present and interpret results effectively, developing clear mathematical communication and reasoning.

Cambridge IGCSE Additional Mathematics (0606) is designed to challenge and extend students' mathematical skills, providing a strong foundation for advanced study in mathematics and other numerate disciplines. The syllabus deepens students' understanding of abstract mathematical concepts and strengthens their problem-solving, reasoning, and analytical skills. It enhances fluency and confidence in applying techniques both with and without a calculator, while encouraging clear mathematical communication and structured justification of solutions.

Cambridge IGCSE Biology (0610) provides learners with a solid understanding of the living world and encourages an informed interest in science and current biological developments. The syllabus covers core biological principles and concepts, explores real-world applications, and places a strong emphasis on practical skills and scientific investigation.

Cambridge IGCSE Chemistry (0620) helps learners understand the technological world around them and take an informed interest in science and its developments. It covers fundamental principles and concepts, explores real-world applications of chemistry, and places a strong emphasis on developing practical laboratory skills.

Cambridge IGCSE Physics (0625) covers fundamental principles and concepts of physics, explores real-world applications, and places a strong focus on practical and investigative skills. Students also build essential scientific thinking and analytical abilities, providing a solid foundation for further study and for future careers in science-related fields.

Cambridge IGCSE Computer Science (0478) nurtures learners' interest in computational thinking and problem-solving using computers. The syllabus focuses on developing skills in designing algorithms and programming with a high-level language, alongside testing and evaluating computing solutions. Students gain technical expertise while also exploring current and emerging technologies, understanding their benefits and potential risks. It offers a strong foundation for further study in

computing and equips learners with valuable skills applicable across many areas of study and everyday life.

Cambridge IGCSE Information and Communication Technology (ICT) (0417) equips students with the knowledge and practical skills to use technology effectively in everyday life, work, and society. Through a combination of theoretical and hands-on learning, students solve real-world problems using a range of common software tools such as word processors and presentation software. They learn to analyse, design, implement, test, and evaluate ICT systems to ensure they meet specific needs. The course emphasises the development of essential, transferable skills that support learning across the curriculum and prepare learners for future careers in a digital world.

Cambridge IGCSE Business (0264) provides students with a strong foundation in business concepts, preparing them for further study and future careers in business-related fields. The course introduces key terminology and explores various business structures, while examining the influence of internal and external stakeholders on decision-making. Students develop analytical and numeracy skills by interpreting business data, and gain awareness of sustainability and environmental issues in both local and global contexts. The syllabus also encourages the development of entrepreneurial thinking, equipping learners with practical skills relevant to the modern business world.

Cambridge IGCSE Accounting (0452) provides learners with a solid foundation for further study and careers in accounting and related fields. The syllabus covers the purpose and role of accounting for businesses, individuals, and non-trading organisations, highlighting its broader societal impact. Students are introduced to essential accounting techniques, procedures, and terminology while developing strong numeracy and literacy skills. The course also addresses ethical issues, technological advancements, and sustainability, showing how these factors influence accounting practices today. Learners explore how accounting is applied across various modern economic and business contexts, preparing them for real-world financial decision-making.

Cambridge IGCSE Art & Design (0400) encourages students to express their creativity through imagination, sensitivity, and critical thinking. The syllabus supports learners in building confidence and enthusiasm as they develop technical skills in both two- and three-dimensional art forms. Students learn to identify and solve visual and tactile problems, progressing their ideas from initial concepts to completed works. The course also fosters an understanding of the role of visual arts in society and history, while broadening cultural awareness and personal experiences.

Myanmar History & Geography provides a strong foundation for students to deepen their understanding of Myanmar's rich history and diverse geography through analysis, research, and discussion. The curriculum encourages students to make meaningful connections between the past and present, fostering a well-rounded and informed perspective on their national identity and place in the world.

Section C: General Student Policies & Procedures

5. Student Conduct & Responsibilities

At Pride ISM, students play a vital role in upholding the school's reputation and fostering a respectful learning environment. We are committed to the highest standards of personal conduct.

Students are expected to be polite, respectful, and considerate toward their peers, teachers, and all school staff, including receptionists, attendants, canteen, and security personnel. Any conflicts should be reported to the appropriate staff member for resolution.

All students must follow school rules and regulations while on campus. Additional rules may be introduced as needed to ensure student safety and wellbeing. We appreciate the support and cooperation of parents and guardians in reinforcing these expectations.

The following policies provide an outline of our students' basic responsibilities at Pride ISM. While we trust that all students will meet these expectations, any breaches may be referred to the Head of Schools/Principal and School Management. Consequences may include – but are not limited to – verbal or written warnings, loss of privileges or break time, parent meetings, and in serious cases, temporary or permanent expulsion. This is outlined in Appendix 1 and 2. We encourage all students to contribute to a respectful and inclusive school environment.

5.1. Personal Conduct

School Ambassador: When wearing the Pride ISM formal uniform (including declaring yourself a student of Pride ISM on social media, etc.) – whether during or outside of regular school hours at school or on field trips – you are representing the school and should act accordingly, upholding the school's reputation and philosophy. As such, students should not do anything that will harm the reputation of Pride ISM within the school community and beyond (including social media). Therefore, be responsible and think of the school's rules before you act or post.

Policy on Drug and Alcohol Use: As a minor, it is illegal for you to drink alcohol, smoke cigarettes or vapes, use any form of e-cigarette, or use any other illicit substances. Possession of such items and usage on school premises or during a school event is absolutely forbidden, and violations of this are grounds for immediate suspension and, for repeated offenders, grounds for expulsion.

Prohibited Items and Activities: The possession of harmful or illegal items is strictly forbidden on school premises. This includes cigarettes, e-cigarettes, alcohol, drugs, pornography, weapons, matches, fuelled lighters, or any other substances that could be personally, physically, or mentally harmful. Gambling, forgery, cheating in exams or tests, participation in gang-related activities, theft, shoplifting, arson, triggering false fire alarms, and any form of sexual misconduct are also strictly prohibited. Displays of affection, including hugging, kissing, holding hands, or any other intimate behaviour, are not permitted. Additionally, students are not allowed to drive vehicles or motorbikes within or near the school premises.

Eating Areas and Guidelines: Students are expected to eat only in designated areas, primarily the canteen. Eating in offices, reception areas, computer labs or hallways is not allowed. However, under teacher supervision and with permission, students may eat in classrooms during special occasions such as birthdays or celebrations or due to health issues.

5.2. Interaction with Others

Common Courtesy and Respect: Students should treat all others with respect and common courtesy. Disrespectful comments, abusive and foul language or gestures or insults, whether in person or in any public forum, are not acceptable.

Aggressive Behaviour: Bullying, teasing, intimidation, harassment, or assault in any form (verbally or physically) is strictly prohibited and will result in disciplinary action.

Respect for Adults: When addressing a staff member or adult, students are expected to use appropriate titles such as Dr, Sayar, Teacher, Mr. or Miss.

Respect for School Authority: Students are required to follow the directions of all staff members, including the senior leadership team, teachers, administrators, receptionists, and support staff.

Events not organised by the school: The school is not responsible for and will not handle or resolve any issues that arise from any events not organised by the school.

6. Uniform Dress Code

With the exception of school designated non-uniform days, all students are required to wear the full school uniform at all times during school hours (see details below) and when on school visits. Teachers/school management will advise parents when, and if, exceptions are made.

EYFS	Monday to Wednesday Full School Uniform	Thursday & Friday PE Attire
Primary	Monday to Friday Full School Uniform	
Secondary		

Proper dress and neat presentation project a positive outlook of the student and the school. As our students are our ambassadors in the larger community, it is essential to be responsible to project this positive outlook with the proper attire. The following table outlines Pride ISM's uniform dress code.

	Shirt	Trousers/Skirt	Necktie	Footwear ¹
EYFS	Light blue shirt with school name	Long or short dark blue trousers	Dark blue with school logo	Black/mainly black shoes with black shoe laces and white ankle socks
Primary	White shirt with school name	Long dark blue trousers or skirt	Light blue with school logo	Black/mainly black shoes with black shoe laces and white ankle socks
Secondary	White shirt with school name	Long dark blue trousers or skirt	Dark blue with school logo	Black/mainly black shoes with black shoe laces and white ankle socks

¹ Appropriate black close-toed shoes must be worn with white ankle socks. Students who have a medical reason to wear other footwear need to produce a request letter from parents/guardians or an official certificate from doctors/hospitals.

Shirts, trousers, shorts and skirts must not be altered to be too tight, too short, too baggy, draggy or tapered. Students must wear the correct colour if they are wearing clothes not sold from the school. Students who are not following the uniform dress code will not be allowed to attend classes or participate in activities. They will either be asked to go home or parents/guardians must arrange for them to change.

For Girls:

- Hair: Hair longer than shoulder length should be tied neatly at the back with a black or dark blue hair band. Hair that is dyed or highlighted in a manner that looks unnatural is not accepted.
- Jewellery and accessories: Dangling earrings are not allowed for safety reasons. One ring and a pair of ear studs (or small earrings) are accepted. Excessive makeup or lipstick is not allowed. Decorative facial piercings are not allowed for both boys and girls. Other than approved school badges and logos, no other accessories must be attached to the school uniform.
- Skirts: Skirts should be long enough to cover the knee while standing.

For Boys:

- Hair: Hairstyles must be short enough to avoid covering your face, eyebrows and ears. The back must not extend below the top of your shirt collar. Spiky, bouffant, heavily beaded, razor cut or line hairstyles revealing the scalp are not accepted. Hair that is dyed or highlighted in a manner that looks unnatural is not accepted.
- Jewellery and accessories: Not allowed. Decorative facial piercings are not allowed for both boys and girls. Other than approved school badges and logos, no other accessories must be attached to the school uniform.
- Trousers: Long trousers should be long enough to cover the top of the shoes.

Physical Education or Playing Sports during Lunch:

- School PE/House attire is to be worn during any PE lesson or physical activities. Students who are not wearing the appropriate attire will be barred from participating in the activity.
- For girls, wearing short PE trousers (beyond the mid-thigh) are not allowed. If seen, they will be stopped immediately from the sports activities.
- If any of the physical activities involves water, dark or black coloured dress should be worn.

Dress Code for Non-Uniform Days

On special event days when students are permitted to wear non-uniform attire, all clothing must adhere to Pride ISM's dress code. Outfits should be modest and appropriate for a school setting. Girls should avoid exposing cleavage, shoulders, midriffs, backs or bra straps, and clothing should not be excessively short or tight. Boys should also ensure that their attire is not overly revealing, short or tight. While we respect different cultural and generational views on appropriate clothing, we ask students to dress conservatively to maintain a respectful and distraction-free learning environment.

7. Attendance Policy

Students should attend school daily, as any absence – regardless of the reason – can negatively impact their academic progress, social interactions, and emotional growth. Studies have shown that consistently missing school often leads to lower achievement over time. Frequent or ongoing absences may also signal underlying student welfare concerns.

Parents have the responsibility to ensure that their children attend school regularly. A student should only miss school if they are too unwell to attend or have received prior approval from the appropriate staff member. Absences should only occur for authorised and unavoidable reasons.

Pride ISM applies the following procedures in deciding how to deal with individual absences:

- **Illness:** On the first day of absence, parents should contact the respective school reception to make us aware of their child's absence. If no contact is made, the school will telephone the parents and will request confirmation of the absence. Absence cannot be authorised without this procedure.
- **Other legitimate absences:** If a student is absent from school for reasons other than illness, parents must communicate with the school for each separate instance. Absence may be approved in urgent situations, such as bereavement, or for essential medical appointments during school hours, as long as prior notification is given.
- **Medical and other appointments:** These should be made out of term time and out of school hours where possible to minimise the impact on lessons and school activities.
- **Holidays:** Holiday leave during term time will not be granted unless circumstances are exceptional. We keep a record of such absence requests and parents will be invited to attend a meeting if requests for absence are repeatedly made during term time. Requests for absence in exceptional circumstances should be addressed to the Principal.

Low attendance often negatively affects a student's achievement. Students who miss more than 25% of the academic year without a valid reason will not be allowed to take the end-of-term examinations. Attendance is recorded on the student report card.

In rare cases where a student requires support to attend school consistently, it is most effective to address any concerns through collaboration between the school, parents, and the student. If attendance becomes a serious concern, parents will be informed and invited to discuss the issue. Continued absences may lead to a review of the student's enrolment at Pride ISM.

7.1. Punctuality & Late Arrivals

Students must arrive promptly at the start of the school day to be marked as present. Students who arrive more than 10 minutes after the start of the school day will be dealt with according to our late arrival procedures. Those who are persistently late will be required to attend mandatory counselling, and an appointment between the parents and the relevant academic staff will be scheduled to address the issue.

8. Classroom Conduct

Students are expected to demonstrate respect and responsibility at all times. In the classroom, students should rise when the teacher enters, remain quiet and attentive while the teacher or another student is speaking and raise their hands before speaking unless directed otherwise by their teacher.

Students must never skip classes, as doing so results in a loss of trust and will be recorded. They should not leave the classroom without the teacher's permission, throw objects, or create a noisy or disrespectful environment. Maintaining a positive and orderly classroom atmosphere is essential for effective learning and mutual respect.

Students are not allowed to leave the campus during school hours for any reason without confirmed written permission given in advance by a teacher, a parent or a guardian or unless accompanied by a parent or a guardian.

9. Homeroom & Morning Assemblies

Homeroom serves as an important time for receiving school updates and discussing any concerns with your form teacher. Any information not received as a result of missing homeroom is *the student's* responsibility.

During morning assemblies, students should follow their form teacher to the assembly area in a quiet and orderly manner. When the Myanmar national anthem plays, students are expected to stand straight with their hands at their sides and feet together, singing respectfully. After the anthem, they should bow. After that, maintain the line and remain silent to listen to the morning announcements.

10. Library Policy

Our school libraries are an important space of learning for our students, providing a welcoming space for reading, research and exploration. Each library serves as a hub for learning, where students can develop critical thinking skills, expand their knowledge, and nurture a lifelong love of reading. Our library is stocked with a diverse collection of books, periodicals and digital resources that support the Cambridge curriculum that is taught in our classrooms and encourage independent learning. Whether students are looking for academic materials, engaging fiction or reference books, the library offers a quiet and inspiring environment to study, collaborate and discover new ideas.

Our libraries are open during school hours during all school days.

Library Rules:

- Students can borrow books for a period of one week and will need to renew the borrowed books before they are due.
- All books must be returned on time.
- Students are required to display their ID cards at all times.
- All library users are kindly asked to follow the guidelines displayed in the library to ensure a respectful and productive environment for everyone.
- Reference books and materials are to be read in the library and are not to be checked out.
- To maintain a clean and comfortable environment for all, eating and drinking are not permitted in the library.
- The library and the librarian are not responsible for any personal belongings that may be lost or misplaced by users. We kindly encourage all students to take care of their belongings while using the library.
- Books can become lost or damaged (including water damage) despite students' and families' best efforts to take care of them. Part of being a responsible student is taking care of school

property, and all books will be checked for damage by our staff when they are returned to the library. If a book is lost, incurs water damage or is damaged beyond repair, the person who signed out the book is responsible for paying the replacement charge including associated processing fees. If payment has not been made, school reports and transcripts are held until it has been made.

11. Respect for Property

All students and parents must respect school property and are responsible for any damage they cause. They are required to cover the cost of repairs in full (i.e. 100%). If the item cannot be repaired, they must replace it with a new one of the same quality and specifications as those used by the school. School reports or transcripts may be withheld until payment is made.

Large sums of money and valuable items should not be brought to school. During sports or other physical activities, valuables should be stored securely. Students should not interfere with or remove property belonging to others. They are responsible for any damage they cause. The school is not responsible for any loss or damage to personal belongings.

The chewing of gum is not permitted on school campuses. Gum, or other such sticky substances, should never be stuck on or under things at school. Students must also refrain from damaging school property, such as defacing or drawing on tables, desks, or other furniture. They will be held responsible for any damages caused.

Keep the school clean. *Students are required to throw out their rubbish* and help by reminding their friends to do the same. To demonstrate social responsibility and good global citizenship, students may need to clean up the trash of others where they are sitting who have left the area messy.

12. Use of Electronic Devices & Internet Policy

Use of Electronic Devices

All communication and electronic devices, including computers (unless used in the classrooms as part of a lesson directed by a teacher), mobile devices, smart devices, and recording devices, must be stored in student lockers during the school day. EYFS and Primary students must leave their devices at the respective receptions. Calculators are allowed in classrooms strictly for educational purposes only.

Students are not permitted to use mobile phones in classroom areas unless specific permission is granted. Smartwatches or any wearable devices with mobile phone functions are also not allowed.

Failure to comply with the aforementioned rules will result in disciplinary action as well as confiscation of the device for a specific period determined by the school management, based on the frequency of violations. The school is not responsible for the loss or damage of any electronic device brought onto campus.

Internet Use in School

Students are given access to use the school's internet network with their individual usernames and passwords when necessary for academic purposes. Large file downloads and transfers are restricted, as they can disrupt others' access. Any significant downloads must be supervised by a responsible IT staff member or teacher.

Internet use should be limited to academic and ethical purposes. Email and networking platforms should only be used in relation to educational objectives, such as accessing approved educational websites and forums.

Responsible Use of Social Media

In today's interconnected world, social media enables the rapid exchange of news, ideas and opinions. While free speech is essential, it must be exercised with fairness, honesty and responsibility. At Pride ISM, we emphasise the importance of using social media in a way that reflects our values of respect and compassion.

The school's reputation is a shared asset that benefits all students, both now and in the future. Negative, inaccurate or unfair social media posts can harm the school community. Such actions may be taken into consideration when the school is asked to provide references or testimonials. The school is not responsible for and will not handle or resolve any issues that arise from social media activity between students, parents, or teachers.

We strongly believe in open communication and encourage direct conversations rather than online commentary. Concerns should be addressed in person to the relevant individuals. Our doors are always open, and parents and students are welcome to call or email us. To meet with any staff member, appointments must be scheduled first through the school reception. Additionally, students are encouraged to voice their suggestions through the Student Council, which serves as a platform for meaningful contributions to school life.

13. Student Council

Our Student Council is composed of elected student representatives who help shape school life. Each council elects a President, Vice-President, Secretary, Treasurer, and Social Activity Coordinator, along with two class representatives. These students meet with school management to discuss key issues, including term themes, needed resources, activities, competitions, and extracurricular clubs. They also help address student concerns. The Student Council fosters strong staff-student relationships and enhances the overall school experience.

14. Rewards

We believe in recognising and celebrating students' achievements, effort, and positive behaviour. Our reward system encourages motivation, fosters a sense of accomplishment, and reinforces our school values.

Types of Rewards:

- House Points – Awarded for outstanding work, good behaviour and contributions to the school community. These contribute to the overall House Competition.
- Certificates & Awards – Presented throughout the year for academic and extracurricular excellence, personal achievements and reaching key milestones.
- Praise & Recognition – Verbal praise, positive notes home, and public acknowledgements in assemblies or newsletters.
- Privileges & Incentives – Special privileges, such as leadership opportunities or invitations to reward events.
- End-of-Term & Year Awards – Recognising consistent excellence in academics, behaviour, leadership and extracurricular activities.

By celebrating success, we inspire students to strive for their best and contribute positively to our school community.

15. Our House System

All Primary and Secondary students belong to one of four House Teams: Griffin, Phoenix, Anzu and Pegasus. Students earn house points for excellent behaviour and work, fostering teamwork, motivation, and school spirit. The house with the most points accumulated throughout the academic year wins the House Cup. Individual certificates are also awarded throughout the year for reaching milestones.

16. Educational Visits

Educational visits play a crucial role in a child's academic and social development, beginning in EYFS and continuing through Year 11. These trips range from day excursions to extended residential stays and are carefully designed to align with the curriculum, ensuring they are both educational and meaningful. Parents are encouraged to support their child's participation, as these experiences enrich learning. Most trips will involve some cost to parents and all trips will need parental permission.

17. Photography & Videography

Photography and videography may be undertaken during school events, activities, lessons, and for end-of-year class photographs. Images and recordings may also be used in the school's publications, prospectus, website, social media platforms, newsletters, and other promotional and marketing materials. By enrolling at the school, parents/guardians and students consent to the school taking and using such photographs and recordings for these purposes, unless the parent/guardian has notified the school in writing that they do not wish their child to be included.

18. Harassment & Bullying

Bullying is direct or indirect physical or psychological intimidation that typically occurs to create a pattern of harassment or abuse. Bullying of any kind is unacceptable and everyone in the Pride ISM community has a responsibility to prevent it. We give the assurance that all forms of bullying that occur on our school grounds will be dealt with promptly and effectively.

Some specific examples of bullying are shown in the table below.

	Direct	Indirect
Verbal	• Verbal insults • Racial or ethnic based comments • Sexual harassment	• Persuading another person to criticise or insult someone • Spreading malicious rumours • Anonymous phone calls, emails and text messages • Threatening and obscene gesture
Social or emotional	• Using guilt: 'you won't be my friend if...' • Manipulation • Being unfriendly • Forming tight groups or cliques against someone	• Deliberately turning away or averting one's gaze to ignore someone • Rolling eyes • Persuading people to exclude someone
Physical	• Striking or hitting • Throwing objects • Using a weapon • Removing and hiding belongings	• Persuading another person to assault someone

Everybody has the right to be treated with respect and no one deserves to be a victim of bullying. If you witness any form of bullying or are a victim of bullying yourself, you must inform your form teacher, Coordinator, Disciplinary Officer, School Principal or Head of Schools immediately. The bully will be dealt according to the description of consequences outlined in Appendix 1.

19. Policy Change Notification

Policies are the guiding principles for everyone in our school to be aware of and to enable them to make informed decisions and obtain useful information. School policies are available on our school website. Any major updates to our policies will be accompanied by emails or official letters from the school.

20. Updating Your Contact Details

Pride ISM uses a trusted School Management System to maintain student records, parent contacts, assessments, and other essential data. Accurate parent/guardian contact details are crucial for timely communication. Please update any changes promptly using our official forms, available at the respective school receptions, to ensure all stakeholders receive the latest information.

21. Request for Recommendation Letter

Parents are required to complete and submit the Recommendation Letter Request Form in advance at the School Reception. The recommendation letter will be issued to the parents within five school days.

22. Snacks & Lunches

Students should bring a healthy snack for recess, such as fruits, vegetables, cheese, yogurt, crackers, or a small juice, milk, or water.

Lunches should be packed in a clearly labelled, secure container to prevent spills. As with snacks, candy and soda should not be included and we encourage nutritious meal choices. Students also have the option to purchase healthy food from the school canteen.

Lunchtime is not only a break but also a learning opportunity where students practise proper table manners and social skills. School rules remain in effect during lunch and recess.

Section D: Academic Policies & Procedures

23. Homework Policy

All available evidence suggests that the completion of regularly set homework is an integral contributor to academic success. It provides an opportunity to practise skills, reinforcing learning and to prepare for and succeed in examinations.

We believe that homework:

- Reinforces and supports a child's in-school experience through related out-of-class activities
- Promotes self-discipline, organisation skills and effective study habits
- Encourages independent, lifelong learning
- Invites parental involvement and insight into their child's development and learning.

Students are responsible for:

- Maintaining a homework routine
- Completing and submitting assignments on time and to the best of their ability
- Catching up on homework when absent
- Following up on any additional or supplementary work set.

Teachers are responsible for:

- Providing a range of relevant and meaningful assignments and tasks during the school year
- Allocating sufficient time for homework completion
- Adjusting expectations when necessary to meet individual needs
- Providing accurate, detailed and constructive feedback
- Setting assignments that students can achieve
- Notifying parents of non-completion of homework
- Ensuring that assignments are recorded.

Parents can help by:

- Enabling their child/children to develop a homework routine
- Regularly checking their child's homework
- Encouraging effort, achievement and a positive attitude towards homework.

Please see below for an approximate guide to homework expectations.

Section	Year Level	Approximate Duration for Each Subject
EYFS	No homework. Parents are encouraged to read with their child.	
Primary	Key Stage 1 (Year 1 & 2)	30 minutes per week
	Key Stage 2 (Years 3 to 6)	45 minutes per week
Secondary	Key Stage 3 (Years 7 to 9)	75 minutes per week
	Key Stage 4 & 5 (Years 10 to 13)	90 minutes per week

**It is highly recommended that each child spends some time for reading every day.*

23.1. Late Homework

- Homework may or may not count toward Continuous Assessment, but consistent failure to complete it on time and to a high standard can impact performance.
- Extensions to the homework submission date are granted only in exceptional cases and must be requested at least 24 hours before the due date.
- Homework missed due to illness must be submitted on the student's first day back.
- Frequent non-submission (below 80%) will result in disciplinary action, including loss of break time, parental contact, mandatory homework sessions, and lower grades for both the subject and effort.

24. Assessment Policy

Pride ISM closely monitors students' academic progress through Continuous Assessments (CA) and Summative Assessments (SA). CAs include daily formative assessments, class tests, projects, group work, presentations, classwork, and homework. SAs consist of end-of-Term1 or end-of-year exams. Both CA and SA marks contribute to the overall grade for the term and the year.

Frequent and regular CAs incorporate a variety of modern, relevant methods such as in-class tests, student presentations, and performance observations against clear assessment criteria. These assessments provide students, teachers, and parents with a comprehensive understanding of each child's progress, strengths, and areas for improvement. Regular CAs not only support academic development but also help build students' confidence, foster self-reflection, and encourage a growth mindset. They provide valuable opportunities for students to identify areas for improvement and make adjustments, leading to enhanced learning outcomes and better preparation for future academic challenges.

Summative Assessments (SAs) allow for a deeper evaluation of students' understanding and mastery of key concepts. These assessments help measure overall academic achievement, providing a benchmark for student progress over time. Together, CAs and SAs ensure that students receive a balanced, holistic approach to learning and assessment, preparing them for success in both immediate coursework and future academic pursuits, such as the IGCSEs.

Continuous Assessments (CAs) are conducted for both core and foundation subjects from Year 1 to Year 9, while Summative Assessments (SAs) are only for core subjects (English, Mathematics and Science for Primary School – Year 3 to Year 6, plus ICT for Secondary School – Year 7 to Year 9). There are no SAs for Year 1 and Year 2. For Year 10 and Year 11, CAs are conducted for all subjects except IGCSE Art and Design, and SAs are only for the subjects that students have selected for their IGCSEs.

The weightage for the CAs and SAs is as follows.

Year 1 & 2			
Term	Assessment	Weighting in Term Exams %	Weighting in End of Year %
Term 1	CA1	100	40
Terms 2 & 3	CA2 & CA3	100	60
			Overall 100

Year 3 to Year 6			
Term	Assessment	Weighting in Term Exams %	Weighting in End of Year %
Term 1	CA1 SA1	30 70 100	40
Terms 2 & 3	CA2 & CA3 SA2	30 70 100	60
			Overall 100

Year 7 to Year 10			
Term	Assessment	Weighting in Term Exams %	Weighting in End of Year %
Term 1	CA1 SA1	30 70 100	40
Terms 2 & 3	CA2 & CA3 SA2	30 70 100	60
			Overall 100

Year 11			
Term	Assessment	Weighting in Assessments %	
Term 1	CA1 SA1	30 70 100	100
Term 2	Mock Exam	100	100

The criteria for the overall grades is as follows.

90 – 100 A*
60 – 69 C
30 – 39 F

80 – 89 A
50 – 59 D
20 – 29 G

70 – 79 B
40 – 49 E
0 – 19 U

24.1. Absences During CAs and SAs

Subject teachers will rearrange an alternative CA (written) within the allowable time frame if the valid leave form is submitted in advance. If the nature of CA does not allow to arrange an alternative CA (such as group presentation), the students may either be given valid reason absent (VR) or zero mark for the component he/she did not participate in. As the dedicated days for the end-of-term examinations are pre-announced in school calendar, the school will not re-arrange alternative examination for any circumstances (except for hospitalisation, serious illness or participating in any events/competitions representing our school or our country).

25. Promotion to the Next Year Level (Primary & Secondary – Year 3 to Year 9)

To be promoted to the next year level, students must have performed satisfactorily in each of the core subjects (English, Mathematics and Science for Primary School – Year 3 to Year 6, plus ICT for Secondary School – Year 7 to Year 9), achieving at least Grade 'D' and above in the overall final average.

Although invitations are distributed in advance to allow families adequate time to plan and make arrangements, participation in the Graduation Ceremony is subject to the successful completion of Year 6. The ceremony is exclusively for students who have attained the required level of final achievement and their invited family members.

26. Rules and Regulations Regarding the Supplementary Examinations

The student must take the supplementary exams if he/she fails 1 or 2 of the core subjects (English, Maths, Science for Primary School, plus ICT for Secondary School). The student will not be allowed to sit for the supplementary exams if he/she fails 3 or more core subjects regardless of the circumstances.

The supplementary exam will be conducted after the end of the academic year. If a student does not appear for the supplementary exam, no further exams will be (re)scheduled.

Primary School

Fails 3 core subjects	No supplementary exam. The student is required to repeat the year.	
Fails 2 core subjects	Required to take supplementary exam.	If the student fails both supplementary exams, he/she is required to repeat the year. If the student fails one supplementary exam, he/she will be considered for promotion based on previous academic records and an exam board discussion.
Fails 1 core subject	Required to take supplementary exam.	If the student fails, he/she will be considered for promotion based on previous academic records and an exam board discussion.

Secondary School (Years 7 to 9 only)

Fails 3 or more subjects	No supplementary exam. The student is required to repeat the year.	
Fails 2 subjects	Required to take supplementary exam.	If the student fails both supplementary exams, he/she is required to repeat the year. If the student fails one supplementary exam, he/she will be considered for promotion based on previous academic records and an exam board discussion.
Fails 1 subject	Required to take supplementary exam.	If the student fails, he/she will be considered for promotion based on previous academic records and an exam board discussion.

27. Pastoral Care and Counselling

We highly value pastoral care and counselling and focus on building good relationships that recognise the uniqueness of each individual. As a result, we incorporate strategies that support and guide each student in developing the school's values and the Cambridge learners' profile.

28. Communication with School

Effective communication between the school, teachers and parents/guardians is essential for fostering students' academic success and overall well-being. Regular collaboration ensures that students receive the necessary support both at home and in the classroom. Parents are encouraged to maintain open and ongoing communication with teachers to facilitate valuable feedback and address any concerns promptly.

In addition, the school provides various channels of communication to keep parents and students informed about important updates, events, and academic matters. Parents are kindly requested not to take audio, photo or video recordings of the meetings. By working together, we can create a supportive learning environment that enables every student to thrive.

Mode of Communication	When/How?	Why?
Telephone Calls	Any time during office hours (through Main Reception)	Absences, lateness, early departure, pastoral matters, appointments, inquiry, urgent information updates.
Emails/letters Viber Channel	As per needed	Schedules, regular information updates, invitations.
Face-to-Face (Scheduled)	Meet the Teacher Day	Orientation.
	Parent-Teacher Conference	Release of results, parents-teachers' interactions
Face-to-Face (By Appointment)	As per needed (appointment through Main Reception)	Urgent consultation, disciplinary or academic matters.

As we are role models for our children, we are responsible for demonstrating respect and professionalism at all times. All members of the school community (including students, parents and staff) must avoid shouting, yelling or speaking harshly and rudely within the school environment whether in-person or when communicating over the phone.

29. Report Cards & Parent-Teacher Conferences

The purpose of the report cards is to encourage growth, enhance learning and communicate information about student progress to the parents, the student, the next teacher and other schools. Student assessment is ongoing and varied. The report card is only one aspect of reporting on the progress of a student. It serves as a snapshot of a student's achievement at a particular point in time.

Report cards will be handed to the parents/guardians during Parent-Teacher Conferences. We strongly encourage parents to attend the conferences and participate actively in working together to improve your child's education. The school will be able to reproduce any lost or damaged report cards, providing there is sufficient reason and proof for the loss but it will contain a duplicate seal. The school may charge a certain amount for the duplicate report card. Conference dates are available on the school calendar.

Section E: Health, Safety & Security Policies & Procedures

30. Health Practices: When to Keep Your Child at Home

Please do not send your child to school when he/she is ill. A sick child does not enjoy school and endangers the health of other children and staff. If your child cannot fully participate in regular school activities, please keep him/her at home.

Children with the following may not attend school:

Chicken pox	Measles	Fever greater than 100 degrees
Lice	Rubella	Diarrhoea or vomiting
Mumps	Severe coughing	Rash
Scarlet fever	Scabies	Sore throat
Pink eye or conjunctivitis		

If a student exhibits symptoms of illness or is involved in a serious incident, injury, or medical emergency while at school:

- The student will be taken to the School Clinic for assessment. If medical attention is required beyond the school's capacity, they will be sent to the nearest hospital.
- Parents will be notified immediately. If a parent is unavailable, the school will contact the emergency contacts listed on the student's application form.

Please note that:

- No antibiotics will be prescribed or given.
- No injections will be administered.
- No controlled substances (e.g., codeine-based cough syrups or sedatives) will be given.

31. School Fire Safety & Other Emergencies

Our priority is to minimise the risk to life and reduce injury by maintaining the physical fire safety integrity of the school in ensuring that staff, students, visitors, and contractors working on site do not add to the fire risk.

We conduct regular fire risk assessments to identify potential hazards. We have also installed fire detection and alarm systems in our buildings in accordance with local regulations. All the fire alarms are tested regularly to ensure that they are audible and visible throughout the school. There is adequate firefighting equipment (e.g., fire extinguishers) at strategic locations.

Additionally, we promote a culture of safety awareness and preparedness. Our students and staff are well acquainted with our clear and comprehensive fire and emergency evacuation policy and plan (with designated safe assembly points and roll-call systems), and regular fire and earthquake drills are conducted twice a year to ensure the safe evacuation of our buildings in case of an emergency.

31.1. False Fire Alarm Usage

The misuse of fire alarms, whether intentional or accidental, result in severe consequences for the safety and wellbeing of our students, staff, and visitors. It disrupts the learning environment, diverts emergency services, and can lead to complacency in genuine emergencies. A false fire alarm is defined as follows: The intentional or accidental activation of a fire alarm system when no fire or emergency situation is present.

False fire alarms are a serious offence and Pride ISM enforces strict measures to ensure that fire alarms are used appropriately and effectively in genuine emergencies. The following outlines the consequences for any individual found responsible for triggering a false fire alarm:

- **Disciplinary Action:** Any student, staff member, or visitor found responsible for intentionally activating a false fire alarm will face disciplinary action in accordance with the school's code of conduct. This may include suspension, expulsion, or termination of employment. In case of student involvement, parents or guardians will be notified and involved in addressing the behaviour. Moreover, a record of the offense will be documented in their file, which may impact their academic and extracurricular opportunities.
- **Financial Penalties:** Individuals responsible for a false fire alarm may be held liable for any costs incurred due to the false alarm, including emergency services response. Additionally, they may be held financially responsible for any damages to school property resulting from the false alarm, such as damage to the fire alarm system, evacuation equipment, or other school facilities.
- **Legal Action:** The school reserves the right to pursue legal action against individuals who activate a false fire alarm.
- **Educational Programmes:** Students who activate false fire alarms may be required to participate in mandatory fire safety education programmes to understand the seriousness and potential consequences of such actions.

False fire alarms disrupt the learning environment, create unnecessary panic, and divert emergency resources. Clear signs are posted near fire alarms to remind individuals of the consequences of false fire alarm usage. Our School has a zero-tolerance policy for such actions to ensure the safety and security of all our students and staff.

32. Personal Data Protection

Pride ISM respects the privacy of its students, parents, staff, community members and visitors. We collect some personal data for the purpose of supporting the operations of the school and the information will not be used for any other purpose without the consent of the stakeholders involved.

Pride ISM, its teachers and staff may obtain, hold, use and communicate, on a “need-to-know” basis, confidential information which, in their opinion, is material to the safety and welfare of the student. The student consents to Pride ISM communicating with any other school which the student has attended, or currently attends or which the student should attend, about any matter concerning the student or about payment of fees – whether or not the information being passed on is also held in machine readable form. The confidentiality obligation of the school shall not apply to:

- a) any information which becomes generally known to the public
- b) any information which is, at the time of disclosure, legally in the possession of Pride ISM
- c) any information which is required to be disclosed pursuant to any applicable legal requirement or legal process issued by any court or any competent government authority or rules or regulations or policies of any relevant regulatory body.

33. Student Safety & Security Measures

To ensure the safety and wellbeing of our students, the school maintains thorough records and implements strict security measures. To maintain a secure environment, we have established the following protocols:

- A monitored system for the safe arrival and departure of children.
- Recorded arrival and departure times for all staff and adults entering the premises.
- Strict procedures to prevent children from leaving the school unnoticed.
- Security cards and car passes issued to parents for student drop-off and pick-up.
- If a parent, legal guardian, or authorized person is unable to collect a child, the parent must call the school or provide written authorisation specifying the designated individual. The child will not be released without proper authorisation.
- Taking photos/videos or the possession of weapons within the school premises is strictly prohibited.
- CCTV cameras are installed in most areas of the school to enhance student safety and security. Footage will not be shown or shared with students or parents in order to protect the confidentiality, privacy and safety of our school community.

34. Staff & Personnel Records

We keep detailed records of all adults working with or having substantial access to children, including:

- Police clearance certificates verifying the criminal record status of all academic and non-academic staff.
- Names and addresses of all staff members on the premises who interact with children.
- Names and addresses of teachers and members of the management committee.
- Employment records, including application forms, references, and results of background checks.

35. Pick-Up & Drop-Off Guidelines

To ensure the safety and security of our students and to avoid traffic congestion, parents/guardians are requested to follow the guidelines.

- Follow all instructions given by security personnel and school staff.
- Clearly display the designated placard on your vehicle.
- Drive in an orderly manner without overtaking.
- Use only the designated entry and exit gates.
- Maintain a slow speed when entering the school compound and at all times within the school compound and school vicinity, and refrain from passing other vehicles in the same lane.
- Remain in your vehicle during pickup and drop-off. Our staff will assist children in getting into the car to ensure a smooth and efficient process.

Failure to comply with these guidelines may result in a verbal warning or, if necessary, restriction from entering the school premises.

Additionally, parents are requested to adhere to the designated school timings for pick-up and drop-off to ensure our students' safety and support the smooth operation of the school schedule.

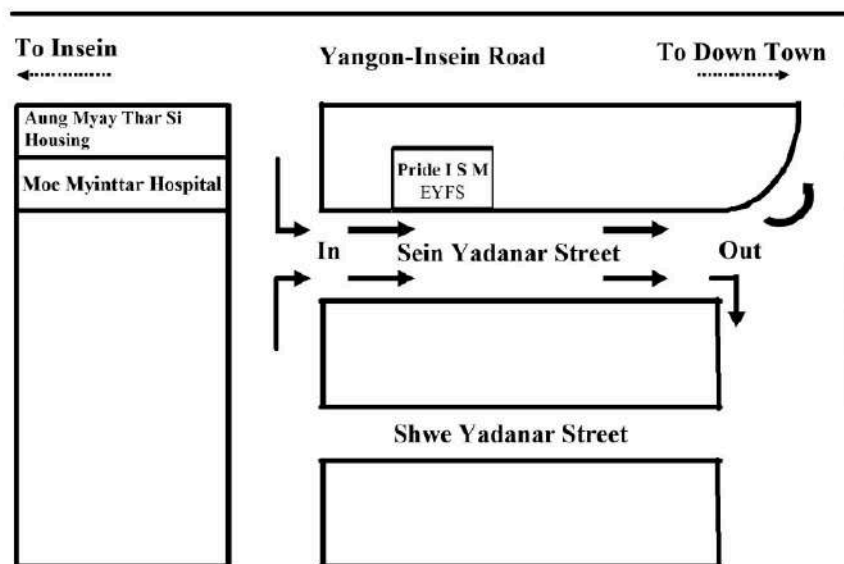


Figure 1: Route for EYFS Students (Yangon Campus)

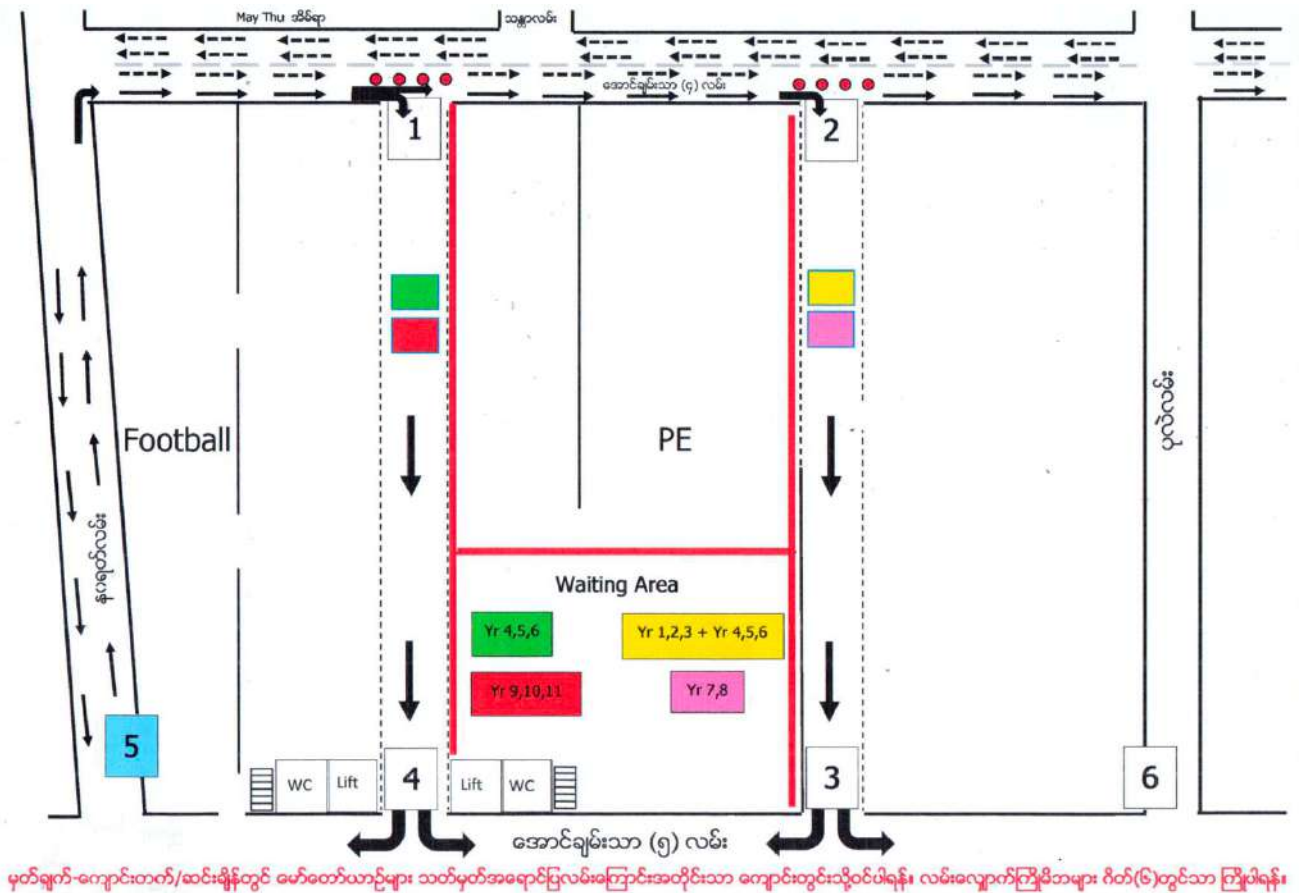


Figure 2: Route for Primary & Secondary Students (Yangon Campus)

36. Closed Campus Policy

To ensure the safety and supervision of all students, Pride ISM operates as a closed campus during school hours, from morning arrival until dismissal in the afternoon. Students are not permitted to leave the school grounds at any time unless they are accompanied by a parent or designated guardian. Failure to follow this policy may result in serious disciplinary consequences.

37. Campus Visitors

- Parents and others are welcome to visit the school during normal school hours. However, to ensure the safety of students and staff, all visitors are required to sign in at the main entrance and receive a visitor's badge in order to enter the main campus area. Unless there is a special occasion such as a school event, parents should not enter the campus past the office unless they have first checked in at the main entrance to receive a visitor's pass.
- Parents should note that unless they have made an appointment with a teacher or other staff member, they will generally not be allowed to enter the main campus area during regular school hours.
- To make an appointment with a member of staff, please contact the office. Please understand that unless an appointment is made in advance, we cannot guarantee that teachers and staff members will be available if you arrive without an agreed upon appointment. If a meeting has not been scheduled in advance, we may occasionally have to ask you to return at a different time that both parties have, out of common courtesy, agreed to.
- Returning students or alumni are invited to meet teachers after 2:45 p.m. and will need to go through the procedures for regular visitors.

Section F: Admissions, Student Enrolment & Tuition Fees

38. Admissions Policy

Admission to Pride ISM for all levels except for Pre-Nursery and Nursery requires an entrance examination in English and Maths.

Applications for admission are open throughout the year. Parents will have to fill in an application form and submit the following documents (some at the point of application and others at the point of enrolment).

- A copy of the student's birth certificate.
- Full academic reports from all current or previous school(s).
- Recommendation letter from the student's most recent previous school.
- A copy of the student's passport or National Registration Card.
- A copy of parents' National Registration Card.
- A copy of the family's Household Registration Form.
- A copy of the student's latest assessment/test data.
- Two colour passport sized photos of the student.
- A copy of the student's health/immunisation record.

Once the application is received, the student will be put on the waiting list. Before the new academic year starts and if a seat is available, the school will offer the seat to the student on the waiting list and the student will sit for the entrance examination according to the date and time given.

The results will be available within 5 working days. If the applicant passes both the subjects for the entry level, enrolment must be completed within 5 working days of receiving the acceptance letter.

The final decision on who to admit to the school is made by the School Management and Principal. Selection is based on the number of places available and the applicant's suitability to follow our curriculum. Our decision regarding offers and year placement is final.

39. Tuition Fees Payment Policy

Students who have passed the entrance examination and completed the admission process must pay the payable fee in full within 7 days.

Current (continuing) students who reenrol for the new academic year must pay the tuition fees and others in full within the given date.

The 2nd, 3rd and 4th instalment of the tuition fees must be paid within the given date. For any payment not made within the given payment period, the student will neither be permitted into the class nor allowed to take any examinations until the tuition fees due are paid.

The school will not issue report cards and/or recommendation letters until all outstanding payments are settled.

Fees once paid are non-transferable and non-adjustable.

40. Seat Deposit Programme

Our Seat Deposit Programme ensures a reserved place for our returning students in the upcoming academic year. This confirms the student's enrolment and helps the school effectively plan for class sizes, staffing and resources. The deposit payment will be credited against the 1st instalment of the student's tuition fees and is non-refundable and non-transferable. Please note that if the seat deposit is not paid, the student's place for the following year may not be guaranteed.

41. Withdrawal Procedures

If a student needs to withdraw from Pride ISM, parents or guardians must submit a signed withdrawal notice letter to the school. A written notice of withdrawal must be given at least 30 days in advance to the relevant school reception to allow for proper processing.

Before the withdrawal is finalised, students must:

- Return all school property, including library books and equipment;
- Settle any outstanding tuition fees or other financial obligations;
- Obtain clearance from relevant school departments, including academics, finance and administration.
- If a recommendation letter is required, please fill in the Recommendation Letter Request Form in advance at the School Reception. The recommendation letter will be issued within five school days.

Upon successful completion of the withdrawal process, official transcripts and school records will be released. Requests for additional copies of transcripts or documents may be subject to administrative processing time and fees. Refunds, if applicable, will be processed in accordance with the Refund Policy outlined below. Any outstanding fees or dues will be deducted before issuing the refund.

42. Refund Policy

While Registration and other fees once paid are non-refundable under any circumstances, refunds of the tuition fees will be made as indicated below, if a student withdraws or leaves school:

- A withdrawal notice letter made in writing to the school 30 days in advance is necessary for refunds (only for students who have paid for the whole year) before they take into effect. A student who fails to present this in writing will not be eligible for any refund and the tuition fee for upcoming term is payable.
- If a student has paid for the whole year and plans to withdraw during a term, the fees paid for the upcoming terms will be refunded.
- If a student withdraws during a term, the balance of the fees paid for the term will not be refunded.
- Students are expected to adhere and support all the rules and regulations as set forth by school. If a student fails to abide by the rules and regulations and is asked to leave the school during the term, the school may approve a refund of a prorated amount of the tuition fees for the term on which the student will not be permitted to attend. Students who choose to leave, but are not requested by the school to do so, will not be eligible for their refund.
- Fees once paid are non-transferable and non-adjustable.

Appendix 1: Description of Consequences

Level 1

- Acknowledgement of misbehaviour (Reflection Form)
- Proper apology made to affected parties
- Warning will be given to student and parents will be informed of the incident
- Counselling by Subject or Form Teacher/ Key Stage Coordinator/ Student Welfare Officer/ Disciplinary Officer
- Punishment may include detention (during breaks or PE periods) or in-school suspension.

Level 2

- Level 1 consequences
- Deprivation of privileges
- Counselling by Subject or Form Teacher/ Key Stage Coordinator/ Student Welfare Officer/ Disciplinary Officer
- Meeting between parents and Subject or Form Teacher/ Key Stage Coordinator/ Student Welfare Officer/ Disciplinary Officer
- Written warning issued and signed by the student and parents
- Punishment may include in-school/home suspension or expulsion.

Level 3

- Level 1 & 2 consequences
- Meeting between parents and Key Stage Coordinator/ Student Welfare Officer/ Disciplinary Officer/ Officer-in-Charge/ Vice-Principal
- Referral to external agencies/police, where necessary
- Written warning issued and signed by the student and parents
- Punishment may include home suspension or expulsion.

Appendix 2: Offence Classification

Category of Offence	Types of Offence	Consequence Level		
		1 st Offence	2 nd Offence	Consecutive Offence
Attendance	Truancy	1	2	3
	Skiping lessons or school-related activities/events	1	2	3
Dress Code, Attire & Grooming	Uniform dress code violations	1	2	3
	Improper hairstyle/ length/ colour	1	2	3
	Any contact lenses with special effect (cosmetic or costume lenses)	1	2	3
	Nose piercing	1	2	3
	Multiple ear piercings	1	2	3
	Male ear piercing	1	2	3
	Extensive jewellery and ornaments	1	2	3
	Tattoo including sticker tattoos	1	2	3
	Alteration of school uniform	1	2	3
	Coloured shoes/ track shoes (outside physical activities)	1	2	3
	Sandals/ slippers (without valid medical reason) or high heels	1	2	3
Basic Class Rules	Misbehaving/ causing disruptions during lessons	1	2	3
	Inattentive during lessons	1	2	3
	Leaving the class without permission	1	2	3
	Not submitting/ attempting assignments	1	2	3
Conduct	Use of abusive and foul language or inappropriate gestures	1	2	3
	Open defiance and rudeness	1	2	3
	Commercial activities (selling of goods and services) within the school premises without permission	1	2	3
	Display of inappropriate affection	1	2	3
Electronic/ Recording & Communication Devices	Electronic devices turned on or used within the school premises without permission	2	3	-

Serious Offences	Cheating in exams/ tests	2	3	-
	Forgery	2	3	-
	Assault or fighting	2	3	-
	Gambling	2	3	-
	Gangsterism (extortion, threatening, bullying)	2	3	-
	Theft/ shoplifting/ trespassing	2	3	-
	Possession, usage and distribution of alcohol or any other drugs and illicit substances	2	3	-
	Possession, usage and distribution of weapons or weapon-like objects, matches, fuelled lighters	2	3	-
	Possession, usage and distribution of offensive and illegal materials	2	3	-
	Use of obscene, offensive, and unlawful language	2	3	-
	Possession, usage and distribution of cigarettes and vapes	2	3	-
	Vandalism and damage to school property	2	3	-
	Leaving school premises without permission	2	3	-
	Arson	2	3	-
	False fire alarm usage	2	3	-
	Sexual harassment and misconduct	2	3	-

Use of Computer/ Social Media

Offences	Consequences
• Violating copyright laws	• Student to complete reflection form • Parents will be informed • Compulsory counselling for the student
• Trespassing into another person's folders, work or files	• Student to complete reflection form • Parents will be informed • Zero marks for the assignment/ project
• Intentionally wasting limited resources	• Student to complete reflection form • Parents will be informed • Cost to be incurred by the student or parent/guardian
• Using another person's account • Employing the network for commercial purposes	• Student to complete reflection form • Parents will be informed • Compulsory counselling for the student • Student's privilege to use the computer will be suspended
• Damaging computers, computer systems, computer networks or computer accessories	• Student to complete reflection form • Parents will be informed • Cost of repair to be incurred by the student or parent/guardian • Student's privilege to use the computer will be suspended

The Parent-Student Handbook, covering Pre-Nursery through Year 11, provides essential information for a productive and fulfilling school experience.

It outlines our school's values, expectations, and procedures to ensure a successful academic year and a respectful, well-supported learning environment.



Inside the Handbook

- School Mission and Core Values
- Academic and Behavioural Expectations
- Attendance and Uniform Guidelines
- Homework and Assessment Policies
- Code of Conduct
- Communication Protocols
- Student Wellbeing and many more!



At Pride ISM, we believe that clarity, consistency, and partnership between school and home are essential for student achievement. The handbook serves as a foundation for cooperation and mutual understanding throughout the academic year.

Please read and refer to the handbook regularly.