

STUDENT HAND BOOK

2025-2026

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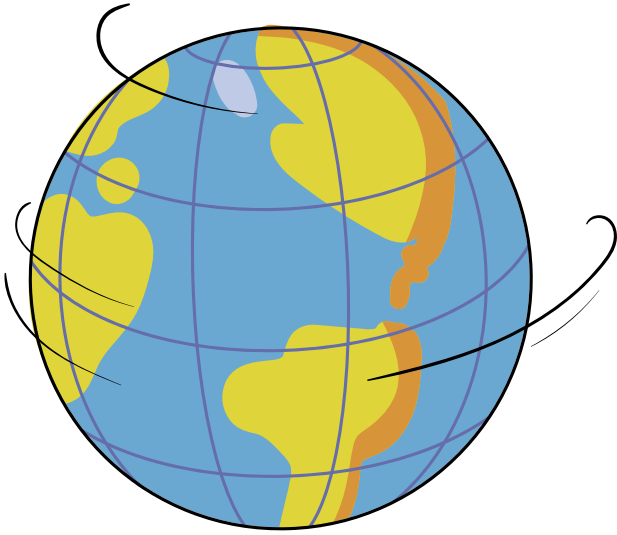
WELCOME TO



If you are new to OWIS, we want you to feel welcomed as a secure and valued part of our school community.

Starting a new school is probably one of the most important, and sometimes daunting, moments in a young person's life. Some children may be familiar with the experience if they have moved frequently. To others, it may possibly be the first time they have moved away from the familiar surroundings and people of their home country.

As a parent/guardian, we appreciate hearing from you as your family settles into the OWIS community and we would like to work together as a team to make sure that your children have the best possible experience at our school. With this in mind, please let the class teacher or tutor know if there are any concerns with settling in while your children are starting school. Likewise, we would love to hear from you and receive positive feedback if all goes smoothly and settling in is a happy and productive experience.



OUR VISION

We aspire to be leaders in providing world-class quality and affordable American education curriculum to all students with an emphasis on values, collaboration, creativity and service to others.

OUR MISSION

Our mission is to develop inquiring, compassionate, reflective lifelong learners who respect all cultures and care for our world. We believe every child should have equitable access to best-in-class future-proofed education.

OUR VALUES AND CULTURE

Our core value as a school is centered around kindness. This is demonstrated in many ways across the school, from our student elected Kindness Council Representatives to our School Kindness Houses. Our Kindness Houses encourage students to earn kindness points, allowing them to display their hands on our Kindness Trees. We also offer various kindness and community building events throughout the year.

- The IB Learner Profile is the center of our learning community along with the OWIS One World, One Community model promoting kindness and compassion.
- Our school is an internationally minded community of learners with responsibilities as global citizens.
- All individual members of our community are valued and have a right to be heard.
- We encourage respect and open communication from everyone within our community.
- We allow students to develop in a safe and caring learning environment.
- We encourage collaboration and cooperation within our community in an inquiring and reflective environment.
- We strive for personal growth and academic excellence for all members of our community.



OUR SCHOOL

Whether your child is new to One World International School or just transitioning to a new grade, we hope you find this Student Handbook helpful and that it will allow you to enjoy being part of our school community.

SCHOOL AUTHORIZATION

We are an IB PYP authorized school for Pre-KG to Grade 5, and we are currently in the process of pursuing MSA accreditation, expected within the next 18 months.

SCHOOL CONTACT INFORMATION

SCHOOL ADDRESS

Riyadh Campus

Al Muruj, Olaya Street, Maan Street, Riyadh, Saudi Arabia

SCHOOL TELEPHONE NUMBER

Admissions: +966 (0) 11 4426020

Campus: +966 (0) 11 4426021

SCHOOL WEBSITE

<https://owis.org/sa>

OWIS HELPDESK

The OWIS Helpdesk is designed to simplify and streamline communication for our parents. By contacting us at **helpdesk.owis.sa@globalschools.com**, parents can easily share their concerns, queries or requests. Each message is directed by our dedicated Helpdesk team to the appropriate department, ensuring prompt and accurate responses. This streamlined process helps us provide parents with timely support while keeping communication clear and organized.



THE ACADEMIC YEAR

TERM DATES AND HOLIDAYS

Our academic year for 2025-26 commences on August 24th, 2025, with three terms. OWIS observes all KSA public holidays as well as a fall break and winter break. There are Parent Teacher Conferences (PTCs), when we have early dismissal for students. The academic calendar is also available on the school website.

WHOLE SCHOOL EVENTS

We host many school events to celebrate our diversity and values over the academic year. We celebrate International Day, showcase Grade Level Performances and Sports Days, host Art Exhibitions and Curriculum Information evenings.

REPORTING TO PARENTS

There are a number of planned opportunities to meet with the teachers to find out more about the curriculum, teaching and learning. There are regular opportunities for teachers and parents to discuss achievements, set targets and review learning. We report student progress to parents in the form of Parent Teacher Conferences (PTCs) and written school reports.

| TERM 1 | TERM 2 | TERM 3 |
|--|--|--|
| Parent Orientation (Whole School) An opportunity to hear from our Principal about the vision, mission, culture and values of the School and also be introduced to academic staff | School Reports (Whole School) | School Reports (Whole School) |
| Meet the Teacher Evening (Whole School) An opportunity to find out more about grade level curriculum, routines, learning experiences and expectations | Student-led Conferences (Whole School) An opportunity for our students to guide their parents through their learning journeys and showcase their progress. | |
| Parent-Teacher Conferences (Whole School) An opportunity for an interview with your child's class and specialist teachers | Parent-Teacher Conferences (Whole School) An opportunity for an interview with your child's class and specialist teachers. | Parent-Teacher Conferences (Whole School) |

SCHOOL REPORTS

All students receive a Progress Report at the end of Term 1, Term 2, and an End-of-Year Report in Term 3.

The Early Childhood and Primary School reports provide parents with clear academic achievement grades against age-related expectations as well as indicators for progress. The student and class teacher work in partnership to develop targets for next steps for learning which are shared with parents at the PTCs.

If a student has been at the school for six weeks or less before the report deadline, a letter or settling-in report will be generated. This contains similar information as a full report, but will not be as comprehensive. Likewise, if a student leaves school before reports are issued, then a leaver's report will be provided.

EDUCATIONAL VISITS AND RESIDENTIALS

Our educational visits are used to help the student's learning. These may be linked directly to promoting knowledge, understanding and skills linked to a particular unit of inquiry or to promoting the development of the attributes of the IB Learner Profile. We aim to expose children to new experiences and make the most of the rich local environment.

Students on a trip will be accompanied by the teacher leading the trip and at least one other responsible adult. The exact ratio of students to adults will be determined by:

- The age and needs of the students
- The place visited
- The activities planned

Parents may be asked by the teacher to accompany a trip as responsible adults.

Educational Visits

The definition of Educational Visit is a trip that is directly linked to the learning and considered a necessary part of the learning outcomes. Every student will take two educational visits per academic year.

Recreational Visits

The definition of Recreational Visit is a trip that is complementary to the learning but not required to meet learning outcomes eg. theatre trips, cinema trips, days out at the zoo. There will be one recreational visit per academic year.

PARENTAL CONSENT REGARDING EDUCATIONAL VISITS

Parents/carers are provided with sufficient information to make an informed decision about whether their children should participate in any off-site activities.

Digital parental consent must be given before the commencement of any educational/recreational visit.



THE SCHOOL DAY

SCHOOL HOURS

| | |
|----------------------------|---|
| Pre-KG - KG2 | Sunday - Wednesday 7:30 am - 1:00 pm Thursday 7:30 am - 12:00 pm |
| Grade 1 - Grade 9 | Sunday - Wednesday 7:30 am - 3:00 pm Thursday 7:30 am - 12:00 pm |
| Admission Inquiries | Sunday - Thursday 7:00 am - 4:00 pm Thursday 9:00 am - 3:00 pm |

ATTENDANCE

There is an expectation that all students attend school and maintain 95% attendance across the academic year in order to successfully cover the learning objectives and programme within each grade.

If a situation arises where there is an unavoidable absence during term time of 1 day or longer, parents are requested to write to the Principal in advance, to seek authorization for such an absence.

The Principal will check the student's absence rate before authorization for leave. Continuous absences resulting in lower than 95% attendance will be closely monitored by the Senior Coordinator who will meet with the student and parents as necessary.

The school also gives clear indicators to parents about when a child should remain at home for the protection of other students and teachers. This includes head lice or eggs, fever, coughing, vomiting, diarrhea and other symptoms such as unusual spots and/or rash with the advice to consult a doctor immediately. If a child has been diagnosed with a contagious disease, the school can request a medical note to confirm that he/she is given medical clearance to return to school.

STUDENT/PARENT RESPONSIBILITIES

- Parents should advise the class teacher on the first morning of absence.
- The class teacher will email the Office to notify them of the absence or forward the email from the parent.
- If there is no notification, the Office will contact Early Childhood and Primary parents after 9:45am following submission of registers and will subsequently notify the Sr Coordinator and class teacher of the outcome.
- Students who are absent from school for a week or longer due to illness are requested by the class teacher to provide a medical certificate on their return to school.

- Upon their return to school, students should produce a note, email or evidence concerning their absence, outlining the cause.
- Such notes should be initialed and dated upon receipt and sent to the office.
- For some contagious illnesses, the school may require a Fit-for-School note before re-admitting a student.
- Punctuality is also an expectation at OWIS. A timely arrival at school in the morning gives students important time to socialize with their friends and be ready to start learning in a positive way. In the unlikely event that a student will be late coming to school, the following procedures are in place.

LATE ARRIVAL



Students arriving after 7:45am should report to reception to collect a late-slip. This ensures that your child is registered as present after the class registers close. The main gate to the school closes at 9:00 AM, and no students will be allowed entrance after this time. The late-slip should be given to the class teacher. If your child arrives late to class without this late-slip, they will be redirected to reception. Please note that parents will receive a phone call from the Office to request the reason for an unauthorized student absence.

LEAVING EARLY

If a parent would like to collect their child early from school, they must inform the Office and collect an early dismissal slip to present to school security in order to leave the school premises. The dismissal slip will be collected by security. Without this, our security guards will not allow any child to leave the campus.

LATE PICK UP

Parents picking up their child at the end of the day should arrive at the pick-up area at their designated timeslots. In the event of a delay in the collection of your child, please inform the Office and if possible the class teacher. Please be aware that there is no student supervision after school.

GETTING TO/FROM SCHOOL

For parents wishing to bring their child to school by private vehicle, you are more than welcome to drop off via the designated school drop off area.

EARLY CHILDHOOD

Pre-KG - KG2 students may arrive at school between **7:20am - 7:30am only** and all students must go directly to their respective classes. No parents will be allowed in the Early Childhood unit. At the end of the day, students who are being picked up by parents are accompanied by the class teacher to the pick-up area at the front of the school at **1:00pm**.

Students using the school bus will be escorted to and from their classrooms in the morning and afternoon by our teaching assistants. Students going home by school bus are directly escorted to the buses at **1:00pm**.

Please be aware that Early Childhood students must be accompanied to and from school by a parent or designated adult. No Early Childhood students will be permitted to leave school unattended.

PRIMARY SCHOOL

Primary Students may arrive at school between **7:00am - 7:10am** and will attend the morning assembly between **7:15am - 7:25am**. They will then go to their classroom each morning in order to start the first session at **7:30am**. Students should arrive at the designated times for immediate entry.

No parents will be allowed beyond the drop off area.

At the end of the school day, all primary students leave the school in one of the following ways:

School buses

Grade 1 students are escorted to their bus by the teaching assistants.

Grade 2 and above board their bus independently with the assistance of the transport staff and their teacher.

Collection

Parents or a designated adult are requested to collect their child during the dedicated time slot from the parent collection point.

Students are not permitted to wait in the lobby or car parking area.

Please be aware that Primary students in Grades 1-2 must be accompanied to and from school by a parent, designated adult or by a secondary sibling at the parent's discretion. Students in Grades 3 to 5 may leave independently providing we have received a letter of consent with parental permission.

BUS SERVICE TO AND FROM SCHOOL

School buses serve various areas within Riyadh. Please contact our school accountant for information about booking a seat on the bus.

Should you need to contact the school regarding the school bus service, please email **operations.riyadh@owis.org**.

If you use the bus service and for some reason your child is not traveling home from school on the bus, please inform the transport in charge and the school office as soon as possible before the deadline of 12:00pm.



SCHOOL ROUTINES

EARLY CHILDHOOD

The Early Childhood day consists of blocks of learning which may be whole class or focus group work within a play-based learning environment. These sessions vary in time between half an hour to forty-five minutes.

Children in Early Childhood are welcome to bring their own packed snacks and lunch from home.

All Early Childhood students eat in their classrooms and are supervised by the teaching assistants before being allowed to play. They are given an adequate amount of time to eat their food and are encouraged to do so.

PRIMARY SCHOOL

The Primary School day includes 9 45-minute classes from Sunday to Wednesday, accompanied by three breaks: a morning snack break, a lunch break and a 'drop-everything-and-read' break. On Thursdays, the school day consists of 5 45-minute classes with a morning snack break

PACKED LUNCHES

All students opting for a packed lunch should bring in a healthy snack and lunch each day. We do not allow candy, chocolate, chips, cookies or sodas.

OWIS is a nut-free school.

Please ensure that the lunch is well packed and that lunch boxes, bags and water bottles are clearly named. It is advisable to put the lunch in an insulated bag, preferably with an ice pack. Lunch bags will be stored in air-conditioned classrooms.

In our endeavor to foster environmental awareness throughout the school, please minimize the use of disposable packaging. Please do not bring glass bottles or glass lunch boxes to school. Water bottles should contain plain water, not juice or fizzy drinks. Water fountains are available throughout the school.

ASSEMBLIES

There are a variety of assemblies celebrated across the School:

Whole School Assembly

These are usually led by the Principal at the beginning of a new term. The aim of these is to foster a sense of whole school membership, celebrate achievements, contributions and learning. They may include outside speakers.

Early Childhood/Primary School

Most assemblies are allocated into Early Childhood and Primary assemblies. These are usually led by the Principal or other senior staff. Class teachers and specialist teachers will be responsible for coordination of, and input into, some of these assemblies.

CELEBRATIONS

OWIS understands the desire to celebrate special occasions in Early Childhood and Primary School. We prefer that parents do not bring in whole birthday cakes and candles are not permitted. However, children can bring individually packed birthday cupcakes to celebrate their birthday at break time. Please liaise with the class teacher beforehand.

Students may give out party invitations if the whole class is invited. If your child prefers to have a smaller party with only a few friends invited, then we kindly request that parents organize this separately outside of school. We ask parents not to distribute party bags at school.

PLAY & RECREATION AREAS

We are fortunate to have extensive grounds which are for authorized school use only.

To prevent accidents occurring as well as to ensure safe distancing measures are followed, the playground apparatus and bikes are not to be used before the start of school or after school.

All students and parents should leave the campus quickly and orderly at the end of the school day as per our pick-up arrangements.

The school campus **closes** at **3:30pm**.

ARTS, SPORTS AND ACTIVITIES PROGRAM

At One World International School, we pride ourselves on being able to offer many opportunities to students outside of the usual classroom setting. One such opportunity is our Arts, Sports and Activities program. This program offers a range of experiences and opportunities, from sports to drama, dance to robotics and more.

The program at a glance

Our Arts, Sports and Activities program is split into 3 sessions across the academic year. Each session has approximately 7-10 weeks of activities. Parents are encouraged to read the advertising, which informs them about each activity available that session, and choose up to 2 activities per child per week for the Primary School only. Parents are encouraged to discuss the activities with their children so that the student is happy with the choices made. Many of our activities are facilitated by internal and external facilitators.





PROMOTING KINDNESS

Promoting kindness within our school is our core value and we have several initiatives that support and encourage kindness at OWIS.

KINDNESS COUNCIL

- The Student Kindness Council is a democratically elected student body that acts on behalf of the students of OWIS.
- Student Kindness Council members form an invaluable route of communication within the OWIS community, particularly between classes.
- The Student Kindness Council meets weekly and consists of a kindness representative from each primary class and a specially elected Grade 5 Council Administrator, to oversee the organization of tasks undertaken.
- The role of the Student Kindness Council is to represent the student body, to communicate with the wider school community, to uphold the values of the school and to promote kindness and compassion in line with the school's culture.
- The Kindness Council oversees the OWIS Riyadh Service Projects and organizes events to raise money and awareness for charitable donations, supporting student initiated action.

KINDNESS HOUSES

OWIS operates a House System to foster a sense of belonging and cooperation.

In this system students are assigned to one of the four Houses: Wisteria (purple); Willow (green); Flame (red); and Acacia (yellow). This is a pastoral system, and in the case of students who are family members, the same house allocation will be made to each student.

- Throughout the year, house competitions will be held to encourage healthy competition. Not all competitions will be sports based; house points will also be awarded for other activities and competitions.
- House points are awarded in Early Childhood, Primary, Middle and High School for outstanding academic work.
- House points are the main reward incentive for our 6 values of respect, responsibility, positive relationships, integrity, positivity and kindness. Each student gains house points for their entire House.
- At the end of each academic year, a House Cup is presented to the House with the largest number of house points.
- House Captains will be elected from the High School grades with Vice Captains elected from the Middle School grades.
- Their main role is to run House events and to take responsibility for the maintenance and growth of the Kindness Trees in the main reception area.



KINDNESS TREES

The Kindness Trees are a visual representation for each Kindness House, celebrating and honoring students who have made random acts of kindness in the course of their normal school week.

The Kindness Trees represent the four Houses: Wisteria (purple); Willow (green); Flame (red) and Acacia (yellow). Students are invited/nominated to print their hand onto their House tree each Thursday with their name and class.

KINDNESS LEADERS

Kindness Leaders are selected from our Grade 3 student body at the start of each academic year.

These students will apply to become a Kindness Leader by writing a letter or email to the Senior Coordinator explaining why they would like to become a Kindness Leader, and if successful, they will be interviewed.

Successful applicants will undergo a training program that encompasses how to implement conflict resolution strategies and playground games to promote kindness, collaboration and positivity with all students for Pre-KG to Grade 2.

They will be visible on the playground by wearing a yellow hat and will be introduced to everyone at an EC/Primary assembly each year.

Kindness Leaders are responsible for:

- Ensuring students are playing responsibly
- Including everyone in games/activities
- Initiating games/activities in the playground
- Solving small problems before students go to the teacher
- Promoting/modeling kindness in the playground and around school - Embodying the Learner Profile and being role-models for younger students - Helping other students in general
- Presenting aspects of the Learner Profile during class assemblies to promote awareness and action

ANTI-BULLYING

One World International School has an Anti-Bullying Policy that reflects the view that we must aim to provide a safe, secure and positive environment for all students and staff. Our School promotes respect for self and others and encourages mutual respect between all members of the School community.

Bullying can be defined as behavior by an individual or group, repeated over time, that consequently hurts another individual or group physically or emotionally. It involves an imbalance of power, leaving someone helpless to prevent it or put a stop to it. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

It is worth noting that bullying is not:

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

While these actions can cause great distress, they do not fit the definition of bullying, and they are not examples of bullying unless someone is deliberately and repeatedly doing them.



The School takes bullying very seriously and has an active policy to assist students and parents.

Staff are committed to:

- Consistently monitoring the behavior of all students in their care.
- Fostering self-esteem, self-respect and respect for others in all our students.
- Demonstrating by example the high standards of personal and social behavior we expect of our students.
- Being alert to signs of distress and other possible indications of bullying.
- Listening to children who have been bullied and taking what they say seriously.
- Reporting cases of bullying in accordance with specific procedures.
- Following up any complaint by a parent about bullying and reporting back promptly and fully on the action that has been taken.
- Adhering and promoting the school's Anti-Bullying Policy/procedures.
- Ensuring they undertake regular Training on Anti-Bullying Practice.

Students are encouraged to:

- Report all incidents of bullying to a staff member who can assist them to deal with the situation.
- Not bully other students.
- Help someone being bullied in an appropriate way.
- Implement strategies as taught by the teachers.
- Accompany them to report the incident.
- Ask the bullied student to join your group.
- Distract the student who is bullying.

Parents are encouraged to:

- Inform a teacher if they suspect bullying behavior.
- Advise their son/daughter to tell an adult/staff member if they are bullied or see bullying behavior, and not to retaliate.
- Be willing to work with the School if their son/daughter is involved in incidents of bullying (either as victim or bully) rather than take personal action.

PROCEDURES FOR INVESTIGATION

Staff will investigate and take seriously all reported incidents of bullying.

- A staff member noticing potential bullying incidents will speak to the children involved and immediately notify the class teacher or tutor.
- The Class teacher will use discretion when dealing with bullying incidents and individually interview each of the students involved, and suitable witnesses, to collect information from all parties, in the presence of another staff member.
- Teachers will take issues to the Senior Coordinators when deemed necessary. The Senior Coordinators will follow up and interview the students based on the teacher's advice.
- The teacher(s)/Senior Coordinator investigating will decide whether the incident involved bullying behavior and the consequences/actions to be implemented in accordance with the School's Anti-Bullying Policy, Behavior Policy, E-Safety policy, Child Protection Policy and Code of Conduct.

- All confirmed incidents of bullying will be documented and an investigation report will be forwarded to the Senior Coordinator. Senior Coordinators will keep an accurate log of all bullying incidents and determine the support needed for the victim as appropriate to their age and level of understanding.
- Victims will be supported by the class teacher or tutor to assist with strategies for resolution and personal growth.
- Those found to be bullying will be dealt with by the class teacher/tutor or Senior Coordinator and support will be given to change this pattern of behavior.
- The class teacher / tutor in conjunction with the Senior Coordinators will determine action and inform parents of both the victim and bully.
- Bullies will be reminded of the possible consequences and sanctions for repeated incidents will be clearly explained to them.
- Any final decision involving exclusion will rest with the Head of School.

SICKNESS AND ACCIDENT AT SCHOOL

In the event of a medical incident, the School Nurse will attend the Student and the parent will be contacted, if necessary. Parents may be asked to collect their child. If asked to do so, please do this as soon as possible. Rest assured, however, that we will care for your child until your arrival.

In the case of a medical emergency, the Nurse or School will make the decision to call an ambulance. The school will endeavor to contact you, the parent to inform you that an ambulance has been called and to advise you of the admitting hospital. Please ensure that your emergency contact details are accurate and up to date.



If students are on prescribed medicine from the doctor, and the course is not finished when students return to school, please contact the school nurse for advice.

If a student has any type of ailment, it is very important that you inform the class or homeroom teacher and nurse. Students who suffer from asthma and need to bring inhalers to school must give them to the nurse for safekeeping, together with instructions for use.

We take all allergies seriously and do our best to protect students with allergies. As we have students with serious nut allergies, we are currently a **NUT FREE SCHOOL**. Should your child have an allergy it is your responsibility to inform the school. If your child requires an EpiPen you will be asked to provide one along with a prescription letter from a Saudi Arabia registered medical doctor.

In the case of an individual outbreak of a highly contagious ailment in school, we will endeavor to inform all parents of students in that class. If your child has a contagious illness they can only return to school once you, the parents, have provided a medical note stamped by a doctor indicating that the child can attend school.

It is important that you monitor the health of your child and keep them at home if they are sick. The school also gives clear indicators to parents about when a child should remain at home for the protection of other students and teachers. This includes fever, coughing, vomiting, diarrhea and other symptoms such as unusual spots and/or rash with the advice to consult a doctor immediately. If a child has been diagnosed with a contagious disease, the school can request a medical note to confirm that he/she is given medical clearance to return to school.

MEDICAL AGREEMENTS

- Students who are unwell will be sent home if they have a fever or signs and symptoms of influenza, pinkeye, head lice, diarrhea, vomiting or any potential contagious illness.
- Students with head lice should be kept at home and treated until the hair is egg-free. The Nurse will check if the student is clear of infestation before the student is admitted back to school.
- The school is not responsible for the administration of any medicine except under strict and guided exceptions.
- Students should always seek permission from their tutor/ subject teacher or teacher on duty before going to the school clinic.
- In the case of any injury or illness in school, the student will be taken to the school clinic where first aid and care will be given.
- If the Nurse believes that the parents should be contacted, she will inform the Principal and contact the parent herself.
- Accidents in the playground - the staff member on duty is responsible for administering immediate First Aid for the student. The student is accompanied to the school clinic by the teacher on duty or the Nurse is called in an Emergency situation.
- In the case of an emergency, the Nurse or School will call an ambulance immediately and the School will contact the family as soon as possible.
- The Nurse will record all treatments for illness and injury for students in the Treatment Register. Details include the time, nature of illness/ injury, treatment given, actions eg. parent called, student sent home, etc.
- The Nurse is on-site from 7:30am until 3:30pm in line with school supervision timings.

NURTURING POSITIVE RELATIONSHIPS

PASTORAL CARE

At the very heart of our pastoral care policy are our core values.

We set out to ensure that our school community is a place where all are welcomed with compassion, kindness and respect. Pastoral care at OWIS is about ensuring that every student can reach their full potential and that everything that is possible is done to remove barriers from learning; to enable each child to flourish and to support students during points in their life when difficulties occur.

Our pastoral care covers students in all areas of OWIS and extends to the time the students are away from OWIS such as when in work placements, educational visits and sporting events. This includes periods when students are traveling to and from school (including on public transport) and are wearing school uniform in a public place.

Class/Form teachers provide pastoral care for their students and are responsible for their individual needs. Our behavior policy is outlined below:

Creating a Positive Culture

- We use positive reinforcement - Always link behavior to the Learner Profile.
- We use class Essential Agreements as a framework to modify student's behavior.

- We practice “Public Praise - Private Criticism” - praise student’s behavior in front of others and address behavioral issues with individual students privately.
- We promote Kindness to foster a community of respectful, caring students.

EXCLUSIONS

TEMPORARY EXCLUSION

Temporary exclusion is the removal of a child from school for violation of school policies and/or school rules. It is a warning sign of unacceptable behavior that needs to be addressed immediately. A temporary exclusion must be taken seriously as it is a serious disciplinary action in which a student is removed from school for a day or longer.

Only the Principal has the authority to temporarily exclude a student. A student can be temporarily excluded due to:

- a) exhibiting the following exceptional behaviors: Smoking/ Vaping or being found with a smoker, Fighting and intentional aggression, Vandalism, Consistent Bullying/cyber bullying, Activities that endanger others’ safety, misuse of School name or members of school staff via social media.

This list is not exhaustive and other serious behavior which is not detailed here will be sanctioned at the discretion of the Principal.

- b) continued disregard for the School’s agreed codes of behavior, despite internal interventions and/or parental/ school partnership and/or pastoral counseling and support

A temporary exclusion will result in the student not being allowed onto the campus with the exception of scheduled meetings with school officials. The School will at its discretion give a 1 day, 3 day or 5 day temporary exclusion depending on the severity of the incident or continued behavior.

The Senior Coordinator will telephone the parents to inform them of the intended temporary exclusion and the Principal will issue a letter clearly stating the period and reason for the temporary exclusion. Following the temporary exclusion, the parents and student will be requested to attend a meeting with the Principal to discuss strategies for support.

PERMANENT EXCLUSION

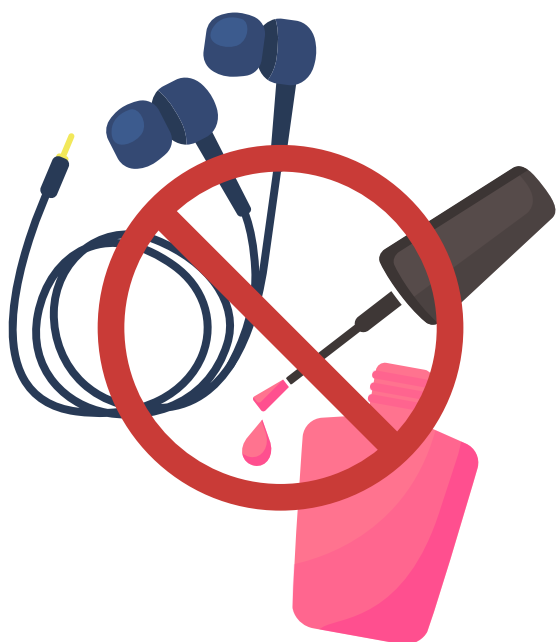
A permanent exclusion is the permanent removal of a student from school for violation of school policies and/or code of conduct. A permanent exclusion can follow, but is not limited to, a temporary suspension.

The school will permanently exclude a student as a last resort after trying to improve the student’s behavior through counseling, pastoral guidance and parental involvement. However, notwithstanding the aforesaid, the school will in cases of exceptional circumstances take action to permanently exclude a student for a breach of the school’s behavior policy, including but not limited to smoking/vaping or being found with a smoker, fighting and intentional aggression, possession of weapons, possession of drugs, possession of alcohol, possession of cigarettes, intentional vandalism, consistent bullying/cyberbullying, intentional actions to cause harm to others.

This list is not exhaustive and other serious behavior which is not detailed here may be sanctioned at the discretion of the Principal.

The decision to permanently exclude a student can only be taken by the Principal and the Management. Following this decision, the Principal will issue a letter of permanent exclusion clearly stating the reasons for the decision. The Principal will provide the student and the parent / guardian an opportunity to appear in person to challenge the reasons for the intended permanent exclusion. The Management will take the final decision after hearing any contentions.

There is no refund to the student for the course fees that are consumed during the period of temporary exclusion, or for the unutilised course fees in the case of permanent exclusion.



ITEMS NOT PERMITTED AT SCHOOL

- Chewing gum
- Alcohol
- Drugs
- Cigarettes
- Knives and anything else which could cause harm, e.g. metal corkscrews, laser pointers
- Pornographic material
- Lighters and matches
- Nail polish and remover
- Toys and electronic devices unless for 'Show and Tell'
- Headphones, airpods, smart watches, Apple watches.

ELECTRONIC DEVICES AND INFORMATION TECHNOLOGY

Information Technology is an integral part of the curriculum. We are an Apple powered school and thus all students have their own OWIS tablet; an Interactive screen and audio system is in every classroom.

All students are expected to sign an ICT Acceptable Use Agreement form.

OWIS expects all students to have access to their OWIS tablet at home and all parents to have sufficient technology at home to access the internet. If this is a problem, either in the short term or long term, please inform the class/form teacher.

As a school, we use Microsoft for Education. This is a suite of applications which allow easy access and communication between teachers and students. These applications are available and will be used for the entirety of the student's life at the school.

MOBILE TELEPHONES

The school accepts no responsibility for phones brought into school by students. Students are permitted to bring a Mobile Telephone to school under their parent's supervision and responsibility.

Please note: the use of mobile telephones or other personal devices is strictly not allowed on site while under our supervision. Video or audio recording of lessons, events, activities, other students and staff or any school business by personal device is strictly prohibited. There are notices in classrooms to remind students of this. Any breach of this will be considered Level 5 on the Secondary Behavior Policy.

The following agreements are in place -

All students are:

- obliged to switch off all mobile telephones while on the campus.
- permitted to switch them on as they leave the last period of the day so that taxis may be called and contact with parents can be established.
- able to request to use a school telephone via the Office if they need to make an emergency call.
- at risk of having their mobile phones confiscated if they are found using it against the School agreements.
- Parents are requested to telephone the Office if they need to contact their child while at school.

There is an escalation for misuse as below:

- First time confiscated, the student may collect it from their form tutor/ class teacher.
- Second time confiscated, the student will need to collect it from the Head of School.
- Any subsequent confiscation, the parent will be asked to collect it from the School on each occasion.



Please also note that students are expected to follow the OWIS behavior expectations on their Social Media accounts and any breaches will be investigated.

Students are strictly prohibited from opening any social media accounts with reference to the school, the school name or school staff.

ADDITIONAL NEEDS

Our school values the abilities and achievements of all our students. We are committed to providing optimum learning conditions for every student. Every student enrolled at OWIS will be supported to ensure access to the full range of curriculum experiences through differentiation and a variety of teaching styles. We recognise that students learn at different rates and that there are many factors affecting achievement.

We are committed to working in partnership with parents and other professionals, where necessary, to provide appropriate support and intervention in order for each individual student to fulfill their potential. We accept students with Learning Support if we believe we can provide adequately for the student without detrimental impact on the education of that student and other students.

We accept students who have English as an Additional Language if we believe the students have sufficient English to access the school curriculum and support is provided at home. We accept students who are new to English up to Grade 6 if we believe they have the capacity to learn quickly either through immersion in normal class activities in Early Childhood, or if parents of children in Grade 1-6 are willing to support the learning of their child by payment of intensive English lessons together with general support at home.

There is an Additional Needs department led by the Inclusion Lead who works in liaison with the Principal and the Senior Coordinators along with the class teachers. The Inclusion Lead has responsibility for coordinating the School's Additional Needs Programmes, including diagnostic assessments and screening for English as an Additional Language, Learning Support and recommendations for Counseling.

PARENT INVOLVEMENT

There are many opportunities for parents to be involved at school. We always welcome parents to help in school on a voluntary basis in various areas.

There are class/form parent representatives who play an active role in developing the relationship between school and parents, supporting the class/form teacher in a number of ways.

COMMUNICATION WITH PARENTS

We encourage parents to be involved in their child's learning and activities at school. Parents are able to communicate with teachers through various means.

- **Face to face conversations:** Our teachers will not be available at the beginning and end of school for brief conversations. If you have a concern that needs addressing or would like to talk to a teacher please feel free to request an appointment.
- **Email:** Parents are welcome to email teachers as and when necessary. Our school policy is that we will respond within 24 hours however, we maintain email silence between 7:00pm and 7:00am for all members of staff. Parents may send emails between these times, but please be mindful that staff will respond in the agreed response hours.
- **Meet the Teacher Evenings** are held early during the first two weeks of term 1 to enable parents to find out more about the routines, learning experiences and expectations.
- **Parent Teacher Consultations:** These are planned across the academic year to provide regular feedback on attainment, progress and targets.
- **Toddle:** This student/teacher/parent portal for PreKG-KG2 and Primary students and teachers to share Home Learning, communication updates, events, student targets and student progress. There will be regular weekly updates for parents on these portals.



LOST PROPERTY

Please ensure all belongings are labeled with the name of the student. The school has a 'lost property' box which is located in the main reception area. After 1 month lost property is disposed of.

COMPLAINTS AND CONCERNS

If you have any concerns about the education of your child, please arrange to discuss these with your child's class teacher/form teacher. If you are then not satisfied with the response, please contact the Parent Relations Executive. In the event that you are still not satisfied, you, the parent or the Parent Relations Executive are welcome to bring the matter to the Principal for resolution.

FEEDBACK

As a school we strive to improve continually to provide the best education possible for all our students. Do not hesitate to contact us at the OWIS Helpdesk if you have any suggestions for improvement, or commendations for what you like about our school.

APPENDIX 1: EARLY CHILDHOOD

BEING READY FOR SCHOOL

UNIFORM

All our students are required to wear the OWIS school uniform.

- House T-shirts are available and can be worn twice a week and any appropriate House competition day or event;
- Hair and nails should be of a natural color - no nail varnish allowed;
- Jewelry is limited to one watch and one pair of stud earrings;
- Long hair is to be neatly tied back in black, blue, grey or white headbands, ribbons or clips;
- Hats are to be worn during outdoor play or during excursions. This is compulsory for Early Childhood students and can be any appropriate hat for outdoor play.
- Early Childhood children should wear PE uniform on PE days for comfort and ease of movement around the environment. Formal uniforms are for events.

WATER PLAY AND ADDITIONAL CLOTHING

Early childhood students will have water play in the outdoor environment on a regular basis.

Parents are requested to keep a spare set of clothes in the child's bag in case of accidents. EC students should also have a pair of indoor shoes in school.

Frequent handwashing shall be implemented, especially for the younger students.



ARRIVING AT SCHOOL - MORNING ARRANGEMENTS

- Students must arrive during their dedicated time from 7 - 7:30 am.
- Upon arrival in school, all students will go directly to their respective classes.
- No parents or visitors will be allowed in the Early Childhood unit.
- Students arriving by bus will be met by the Teaching Assistants.

TRANSITIONS

All Early Childhood students are accompanied by the class teacher or teaching assistant when moving around school.

- Class teachers or teacher assistants take their class to PE lessons and collect them at the end of the lesson.
- Classes are expected to walk and transition around the school quietly and calmly in an orderly manner at all times, walking in a straight line, together as a class with social distance maintained.
- When using the stairs, students should walk on the left hand side in a single, orderly line.

END OF DAY ARRANGEMENTS

- Students who are being picked up by parents/carers are accompanied by the class teacher to the pick-up area at the front of the school after school.
- Students are not allowed to leave school unattended or with a sibling. They may only leave with a designed adult.
- Students using the school bus will be escorted from their classrooms by our teaching assistants. Students going home by school bus are directly escorted to the buses as below:
Pre-KG - KG2: 1:00pm (Sunday - Wednesday) and 12:00pm (Thursday)
Grade 1 - Grade 5: 3:00pm (Sunday - Wednesday) and 12:00pm (Thursday)
- The Teaching Assistant will ensure that students board the correct designated bus and ensure that students are under the supervision of the Bus Monitor.
- All students should be seated at the front of the bus and close to the Bus Monitor.
- All students are expected to wear seat belts.

BEHAVIOR AGREEMENTS

At OWIS, we believe:

- Everyone needs to, and has the right to feel safe and secure.
- Behavior is the expression of how we feel and think.
- A respectful environment facilitates the rights of children and teachers to learn and teach.
- Partnership between staff, children and their families is vital.
- Early behavior intervention is effective in preventing and minimizing the development and long-term effects of ongoing challenging behaviors.
- Strategies must address the needs of individual children, including those with disabilities, developmental delay, gifted development and children with emotional needs.
- We share the responsibility for modeling appropriate behaviors and sharing information with each other.

ENCOURAGED BEHAVIORS

Language that encourages others

Actions/words that include others

Giving, sharing and taking turns

Positive attitude

Caring and kindness

Safe / constructive play

Working together cooperatively

Taking responsibility for own behavior

Being polite / use manners

DISCOURAGED BEHAVIORS

Name calling, teasing

Excluding others

Threatening others

Hitting, kicking, punching, biting,
spitting, touching inappropriately

Throwing objects inappropriately

Disrespecting others work or property

Avoiding or disrespecting others

Deliberate withdrawal and refusal to participate

**OUTDOOR ENVIRONMENT
ESSENTIAL AGREEMENTS****Be Respectful**

Use kind words and actions

Use kind words to resolve conflicts

Play fair

Play by the rules

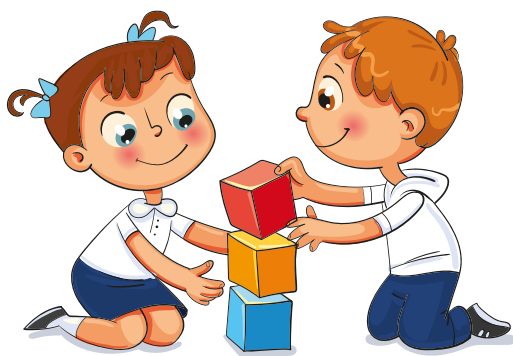
Take turns and use the equipment as designed

Look after the toys/ bikes and put them away at
the end of playtime**Be Responsible**

Share equipment and toys

Put equipment and toys back where they belong

Tell an adult about anything dangerous or broken



Be Safe

Use the equipment as designed

Stay below the monkey bar/climbing frame

Sit on swings facing forward

Walk up the ladder and slide down the slide, one at a time

Water play

Our teachers promote appropriate behavior by:

- Building trusting relationships with the children in our care and getting to know them.
- Acknowledging positive behavior.
- Providing choice for the children in their activities.
- Providing children with personal space.
- Having set daily routines.
- Modeling appropriate behavior (eg good manners).
- Sharing their attention among the children and making time to listen to them.
- Recognising and treating children as individuals and respecting them as such.
- Consistently engaging children in resolving their conflicts so the social skills they will need as they progress through life are practiced, such as problem solving, turn taking, sharing and seeing others points of view.
- Ensuring correct staff: child ratios are implemented and organizing staff so all areas are supervised.
- Anticipating inappropriate behavior in the center and intervening before an incident may occur.
- Star of the Week - All classes in EC will celebrate excellent behavior/academic success linked directly to the IB Learner Profile. Star of the week certificates will be handed out in assembly on Thursday. The child who is awarded SOTW will also take home a class teddy and a book to record what they did at the weekend, stick photos and text with parents and share with the class on Sunday.

Our teachers manage unacceptable behavior in the following ways:

- Children will be given the chance to resolve their own disputes with appropriate guidance and support. Give children a chance to negotiate.
- Calm intervention – this involves distracting the child and sometimes offering them an alternative activity.
- Children will be given the opportunity to calm down and talk quietly about what has happened. Helping children to cope with their emotions through naming them (eg 'you look sad, angry' etc).
- Reinforce boundaries: these should be clear and reasonable. Children, where possible, should be consulted regarding what rules or codes of behavior should be implemented.
- Never humiliate or attack a child's self-esteem.
- Divert the child's attention.
- Use appropriate strategies. Allow a child time to respond to requests and for them to comply with any essential agreements or codes of behavior bearing in mind their age and stage of development. Positively reinforce a change in behavior using words and gestures and encourage positive behavior.

- Let children know that it is the behavior that is not liked and that they are still liked and cared for. Offering comfort to children throughout the process.
- Implementing the conflict resolution steps (see below).
- Explaining to children the “rules/essential agreements”
- No hurting bodies
- No hurting feelings
- Dealing with any incidents immediately by using active listening skills.
- Being respectful by not talking about the child in front of other adults or children.
- Giving children advance warnings that if behavior continues they may be removed from the situation and allowed to calm down with teacher supervision.
- Maintaining appropriate staff: child ratios to enable one to one attention at certain times.
- Observing persistent behavior over time to get an insight into possible triggers or patterns.
- Offering follow up support.

BITING

Biting happens in almost every early years setting where young children are together. It is a natural developmental stage that many children go through. The safety of the children at OWIS is our primary concern.

Our Early Childhood teachers understand:

- Children’s reasons for biting
- How to react appropriately
- How to take the proper measures to prevent further incidents

All biting incidents are upsetting for the children. Dealing with biting is challenging as each situation is unique because of the different personalities involved. Children bite for a variety of reasons.

It will be dealt with in a calm and clear manner making it known that biting is unacceptable behavior. The teacher will use clear language and be consistent in their approach.

Why do young children bite?



- Biting is a natural part of children’s development. Infants and toddlers put everything into their mouths. It feels good to bite and chew while they are teething.
- Toddlers and young preschoolers don’t have the verbal skills to fully express themselves.
- Biting brings about a quick and dramatic response.
- Children experience many emotions (positive and negative) that are difficult to express and, at times, control. These emotions may be caused by a number of things; over-excitement, frustration, fatigue, fear of being separated from people they love etc.
- Biting sometimes occurs for no apparent reason.

CLASSROOM ESSENTIAL AGREEMENTS

At the beginning of each academic year, each class – both students and class teacher - collaboratively agree to a set of rights and responsibilities. These are referred to as 'Essential Agreements'. These rights and responsibilities are created, reviewed and decided upon by the students and teacher within the classroom environment. They are displayed in the classroom as reminders of agreed behavioral expectations.

Essential Agreements use positive statements, are linked to the Learner Profile and act as a framework to promote kindness and foster a community of respectful, caring students.

House points are given out to students individually who demonstrate academic progress/attainment/effort and marbles are awarded for behavior embodying the Learner Profile and Attitudes.

For behavior that needs to be modified, a leveled behavior system will be used. Playground rules are agreed as a collaborative whole school approach.

WORKING WITH PARENTS

It is our policy to work in close collaboration with parents. We recognise and value the role of parents in managing children's behavior.

Parents are encouraged to tell the teachers of any difficulties that they are experiencing at home and to inform them of any situation that might impact on a child's behavior such as bereavement, illness, relationship breakdown, a new baby etc.

WHAT TO KEEP AT HOME

Early Childhood students should not bring the following items to school unless specifically requested by their class teacher for a learning engagement:

- electronic devices
- toys
- games
- swapping cards
- games equipment including bats & balls, etc.



OUR CURRICULUM

Our school offers the IB Primary Years Programme. The PYP is a framework from which each school incorporates and develops their chosen international curriculum. It provides the school with a set of guidelines to assist in creating meaningful learning opportunities for students.

Each Early Childhood grade level has four units of inquiry that correlate to the PYP transdisciplinary themes.

At OWIS we also use national curricula guidance from the American Common Core and Next Generation Science Standards and our standards and expectations of learning are in line with this internationally recognised curriculum.



PROGRAMME OF INQUIRY

The Programme of Inquiry is the Programme outlines the agreed central ideas, lines of inquiry and conceptual understandings within each of the 4 transdisciplinary themes. The 4 transdisciplinary themes drive the Programme and are represented both within each grade (horizontal articulation) and across grades (vertical articulation).

The POI incorporates all related subject areas within the PYP including Language, Science, Social Studies and PSPE (Personal, Social, Physical Education). All learning through the Programme should have authentic connections and therefore, some identified areas of Mathematics are learned through the Units of Inquiry. These links are reflected on the Programme.

UNIT OF INQUIRY

A UOI is a specific Unit of Inquiry. There are 4 units of inquiry in each grade level each falling under one of the transdisciplinary themes. Each Unit of Inquiry is planned by the class teacher in collaboration with the students as they generate their own questions within the inquiry.

Each Unit of Inquiry is reflected on the Programme of Inquiry in the order of teaching sequence. This sequence allows students to make connections across the transdisciplinary themes as their learning progresses. Each UOI shows links to curriculum subject areas reflecting the PYP relevant strand, the focus of the study and the related concepts. These elements are carefully planned so that the inquiry answers the central idea but is open enough for student initiated learning. The lines of inquiry, key concepts and related concepts are designed to lead to enduring understandings across the programme.

SUGGESTED HOME LEARNING ENGAGEMENTS

All suggested home learning engagements are optional. The following agreements are in place for Early Childhood:

Pre-KG

Learning at home engagements will be shared by the teachers.

KG1 - KG2

Language:

- Learning at home should focus on reading.
- Students should have an on-going Raz4Kids account and make use of the platform.
- Students also have the option once a week to visit the school library to check out a physical book.

Math:

- A selection of mathematical engagements/ activities should be provided to parents at the beginning of each UOI.
- The focus should be on practical home-based activities that requires no marking eg. measuring by following a recipe, tallying cars on a journey, etc.
- Learning at Home should not take longer than 15 minutes per day.
- IXL accounts can be used to support Math learning at home opportunities.

All Learning at Home is explained in the Thursday update that both parents and students can access on their Toddle account.

HOW WE ASSESS PROGRESS

In Early Childhood, we aim to keep marking meaningful, motivating and manageable.

Meaningful

Marking should serve a single purpose – to advance pupil progress and outcomes. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand.

Manageable

The time taken to mark should correlate with successful pupil outcomes. Feedback can take the form of spoken or written marking, peer marking and self assessment.

Motivating

Marking should help to motivate pupils to progress. The most important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement and to celebrate progress. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Assessment takes place in a variety of ways to ensure that all learning styles are recognised and rewarded. Early Childhood focuses on formative assessment opportunities during all learning engagements.

There are three assessment points during the academic year for summative assessments to take place. These can include quizzes, oral presentations, written reports, teacher observations or small group tasks. These assessment weeks provide opportunities for the teachers to complete summative assessments but also give students the chance to reflect upon their own learning and progress.

During each week, we assess reading, writing, math and the skills of the PYP through the unit of inquiry and students are awarded proficiency levels from our agreed criteria attainment and progress indicators.

All assessments are recorded and reported on associated tracking documents.

Progress indicators

1. Exceeding Expectations
2. Meeting Expectations
3. Approaching Expectations
4. Needing Support



KEEPING PARENTS INFORMED

GRADE OUTLINES

The Grade Outline is a comprehensive introduction for parents about each grade level. Each one includes:

- Welcome letter from the School
- Introductory letter from the Class Teacher
- Table of Contents
- Routines including timetable
- Learning at Home Agreements
- How Parents can Help
- Programme of Inquiry

The Grade Outlines are distributed to parents on the Parent Welcome Evening at the beginning of each academic year.

TODDLE AGREEMENTS

Toddle empowers students of any age to independently document what they are learning at school. Students capture learning with photos and videos of their work, or by adding digital creations. Everything gets organized in one place and is accessible from any device.

The student's work will be shared with classmates and parents. Toddle gives students a real audience for their work and offers parents a personalized window into their child's learning.

From PreKG, each student's Toddle account forms their school portfolio capturing assessment opportunities, points of reflection (dynamic pieces) as well as celebrating their ongoing achievements.

Every Thursday, class teachers send a weekly update to parents on Toddle.

PARENT OVERVIEW

At the beginning of each Unit of Inquiry, Grade teachers compile a Parent Overview to be uploaded to the school website.

The Parent Overview provides the parents with a summary of the Unit of Inquiry, including the central idea, the lines of inquiry, the conceptual understandings and how the unit is transdisciplinary across the primary subjects.

UNIT SHARES

A Unit Share is an opportunity for students to share their learning with an invited audience, usually the parents. A Unit Share can be presented in a variety of ways, including individual presentations, group presentations, a featured debate, a living museum, a science fair, a celebration (party), a 'live' TV programme, a judged competition.

Each grade presents two unit shares in each academic year.



APPENDIX 2: PRIMARY SCHOOL

BEING READY FOR SCHOOL

UNIFORM

All our students are required to wear a school uniform.

STUDENT DRESS CODE - UNIFORM AGREEMENTS

- Students are to wear the correct school uniform at all times.
- Students will wear their PE uniform twice a week on PE days.
- The formal uniform will be worn twice a week.
- Students will wear their house t-shirts only on Thursdays, unless they have the PE class that day.
- Teachers do daily checks of uniform and discuss with parents if a student is continually out of uniform. This includes wearing jewelry outside of our agreements.
- Students must wear school or sports uniform whilst on excursions.

PRIMARY SCHOOL UNIFORM (GRADE 1 TO GRADE 5)

- Students are to wear the correct school uniform at all times.
- Students will wear their PE uniform twice a week on PE days.
- Students will wear their house t-shirt and PE pants twice a week.
- The formal uniform is only worn on formal events.
- Teachers do daily checks of uniform and discuss with parents if a student is continually out of uniform. This includes wearing jewelry outside of our agreements.
- Students must wear school or sports uniform whilst on excursions.

| GIRLS | BOYS |
|--|--|
| Girls' shirt | Boys' shirt |
| Girls' trousers | Jnr. boys' trousers |
| PE shirt | PE shirt |
| PE pants | PE pants |
| Winter jacket | Winter jacket |
| White socks only | White socks only |
| Covered training shoes (trainers) should be either plain white, blue, grey or black. No patterns or blocks of different colors | Covered training shoes (trainers) should be either plain white, blue, grey or black. No patterns or blocks of different colors |

- Hair and nails should be of a natural color - no nail varnish allowed;
- Jewelry is limited to one watch and one pair of stud earrings; some religious jewelry eg. a Sikh bangle is permitted within the specified tenets of the religion. Necklaces, bracelets, anklets or rings are not permitted due to health and safety risks.
- Long hair is to be neatly tied back in black, blue, grey or white headbands, ribbons or clips;
- Hats are to be worn during outdoor play or during excursions. This is compulsory for Primary School students.

ARRIVING AT SCHOOL - MORNING ARRANGEMENTS

- Each morning, the Primary school will have a staggered entry into school.
- Students can walk-in or be dropped off from **7:00am**.
- All Primary students will attend the morning assembly between **7:15am-7:25am** and will then go directly to their classrooms. The first session in class will begin at **7:30am** as per the Primary timetable.
- Students should **not** be using the playground equipment.
- There will be no morning playground supervision.
- No parents will enter the school other than in special circumstances, in which case they will have to check in with security before proceeding to Reception.

TRANSITIONS

All students from Early Childhood to Grade 5 will be accompanied by the class teacher or teaching assistant when moving around the school.

END OF DAY ARRANGEMENTS

- There will be a staggered release time at the end of the school day.
- Pre-KG to KG1 parents are required to collect their children from inside the classroom. For all other grades, **drive-through** pickup applies.
- All grades will be required to line up in a pre-pick up area using safe distancing measures before moving to the final designated undercover pick up area next to the front office for parents/helpers.
- All classes must be demonstrating safe distancing measures during transitions and at pick up time - 1 arm span between each student in a line.
- Teachers will escort students to the undercover area next to the office. Grade 1 Students who take the bus will be escorted to the buses.
- Grade 2-5 students who take the bus or have permission to leave by themselves will walk with their teacher to the undercover area and then will be released to the bus area/walking lane when ready - students will transition independently.
- Parents/helpers who are picking up their child will be able to collect them from the undercover area where they will wait in the designated marked parent/helper area. No parents/helpers are allowed beyond this point.
- Class teachers must be on time with their class at the final pick up area and supervise them at all times.
- Teachers will then take students back to the classroom if not collected on time. If parents are late for collection, they will report to the office so the receptionist can call for the uncollected child.



- Security will stop any primary student trying to leave the campus unattended. The student will be accompanied to the Reception and the class teacher will be called to attend.
- Students in Grades 3 to 5 may leave independently providing the teachers have received a letter of consent with parental permission.
- Grade 3-5 students with permission to leave independently must be wearing a 'Permission to Leave' badge in order to leave the school premises.
- All bus students should have the bus label clearly visible on their school bags.
- The class teacher will wait for 5 minutes with their class ensuring direct pick up. If the parent is late, the teacher will escort the students back to class to wait in a socially distanced environment.

BEHAVIOR AGREEMENTS

At OWIS, we believe in creating a positive culture and we do this in the following ways:

- Using positive reinforcement - Always linking behavior to the Learner Profile.
- Using class Essential Agreements as a framework to modify a student's behavior.
- Students create this with their teacher and use positive statements only.
- Practicing "Public Praise - Private Criticism" - praising student's behavior in front of others and addressing behavioral issues with individual students privately.
- Promoting Kindness to foster a community of respectful, caring students

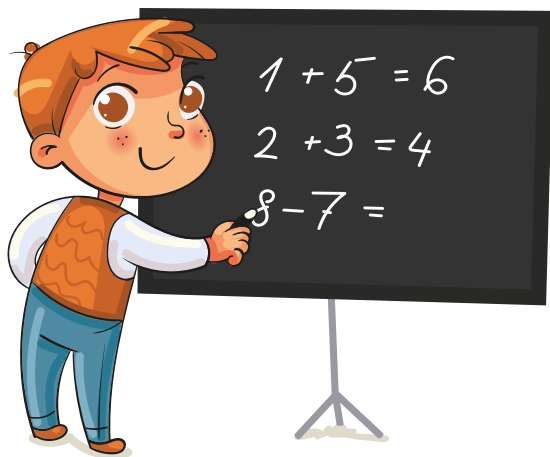
GENERAL BEHAVIOR MANAGEMENT

- We use different behavior management strategies to help students moderate their behavior.
- Teachers are the main personnel for the 'duty of care' of all students.
- Break duty teachers are responsible for 'duty of care' on the playground and follow up any incidents/accidents with the class teacher.
- Snr. Coordinator is contacted and involved for behavior concerns/incidents through the class teacher.

PRIMARY PLAY TIME ESSENTIAL AGREEMENTS

- Frequent handwashing shall be implemented, especially for the younger students.
- All students must wear a hat during break and lunch in all weather.
- Students need to stay in the allocated playground area. No students should go beyond this boundary during break times unless they are in the atrium or going to the bathroom.
- Teachers consistently remind students of safety expectations at the start and during play.
- Use of large play climbing equipment in the main playground for G3 and above: no pushing or swinging upside down from high bars.
- Small and Large equipment rotas for G1-3 should be followed accordingly
- Ball games should be played within the designated areas.
- Students will line up as a class after a whistle has been blown at the end of break.
- Students should not lift each other up to reach bars - they should play sensibly on bars at all times.





CLASSROOM ESSENTIAL AGREEMENTS

At the beginning of each academic year, each class - both students and class teacher - collaboratively agree to a set of rights and responsibilities. These are referred to as 'Essential Agreements'. These rights and responsibilities are created, reviewed and decided upon by the students and teacher. They are displayed in the classroom as reminders of agreed behavioral expectations.

Essential Agreements use positive statements, are linked to the Learner Profile and act as a framework to promote kindness and foster a community of respectful, caring students.

House points are given out to students individually who demonstrate academic progress/attainment/effort and marbles are awarded for behavior embodying the Learner Profile and Attitudes.

WORKING WITH PARENTS

It is our policy to work in close collaboration with parents. We recognise and value the role of parents in managing children's behavior.

Parents are encouraged to tell the teachers of any difficulties that they are experiencing at home and to inform them of any situation that might impact on a child's behavior such as bereavement, illness, relationship breakdown, a new baby, etc.

WHAT TO KEEP AT HOME

Primary students should not bring the following items to school unless specifically requested by their class teacher for a learning engagement: electronic devices, toys, games, swapping cards, games equipment including bats & balls, etc.

The following items are prohibited at school:

- Chewing gum
- Alcohol (including food which contains alcohol)
- Drugs
- Cigarettes
- Knives and anything else which could cause harm, for example metal corkscrews, crafting implements, woodworking instruments
- Pornographic material
- Lighters and matches
- Nail polish remover
- Headphones, airpods, Apple watches, smart watches

Primary students are permitted to bring a Mobile Telephone to school under their parent's sole supervision and responsibility.

Please note: the use of mobile telephones or other personal devices is strictly not allowed on site while under our supervision. Video or audio recording of lessons, events, activities, other students and staff or any school business by personal device is strictly prohibited. There are notices in classrooms to remind students of this.

The following agreements are in place -

All students are:

- obliged to switch off all mobile telephones while on the campus
- permitted to switch them on as they leave the last period of the day at 3:00pm so that taxis may be called and contact with parents can be established
- required to register their mobile telephone number with the School
- able to request to use a school telephone via the Office if they need to make an emergency call
- at risk of having their mobile phones confiscated if they are found using it against the School agreements.

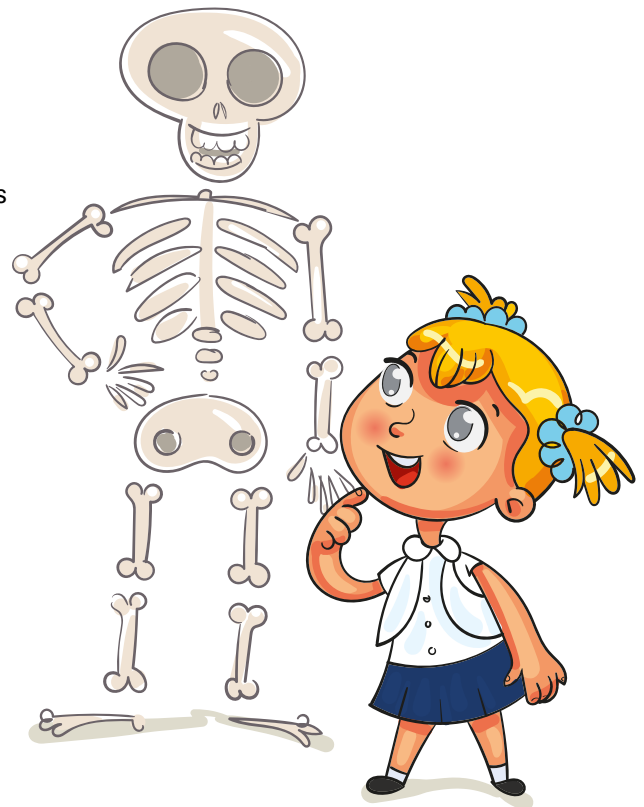
There is an escalation for misuse as below:

- First time confiscated, the student may collect it from their class teacher
- Second time confiscated, the student will need to collect it from the Head of School
- Any subsequent confiscation, the parent will be asked to collect it from the School on each occasion.
- Any student found using their device will have it immediately confiscated and parents will be asked to collect it.

OUR CURRICULUM

Our Primary School offers the IB Primary Years Programme. The PYP is a framework from which each school incorporates and develops their chosen international curriculum. It provides the school with a set of guidelines to assist in creating meaningful learning opportunities for students.

Each Primary School grade level has six units that correlate to the PYP transdisciplinary themes. At OWIS, we also use national curricula guidance from the American Common Core and Next Generation Science Standards and our standards and expectations of learning are in line with this internationally recognised curriculum.



PROGRAMME OF INQUIRY

The Programme of Inquiry is the Programme for the entire of the Primary School and outlines the agreed central ideas, lines of inquiry and conceptual understandings within each of the 6 transdisciplinary themes. The 6 transdisciplinary themes drive the Programme and are represented both within each grade (horizontal articulation) and across grades (vertical articulation).

The POI incorporates all related subject areas within the PYP including Language, Science, Social Studies and PSPE (Personal, Social, Physical Education). All learning through the Programme should have authentic connections and therefore some identified areas of Mathematics are learned through the Units of Inquiry. These links are reflected on the Programme.

UNIT OF INQUIRY

A UOI is a specific Unit of Inquiry. There are 6 units of inquiry in each grade level each falling under one of the transdisciplinary themes. Each Unit of Inquiry is planned by the class teacher in collaboration with the students as they generate their own questions within the inquiry.

Each Unit of Inquiry is reflected on the Programme of Inquiry in the order of teaching sequence. This sequence allows students to make connections across the transdisciplinary themes as their learning progresses. Each UOI shows links to curriculum subject areas reflecting the PYP relevant strand, the focus of the study and the related concepts. These elements are carefully planned so that the inquiry answers the central idea but is open enough for student initiated learning. The lines of inquiry, key concepts and related concepts are designed to lead to enduring understandings across the programme.

SUGGESTED HOME LEARNING ENGAGEMENTS

All suggested home learning engagements are optional. The following agreements are in place for the Primary School:

Grade 1

Language:

- Learning at Home should focus on reading.
- Students should be reading daily using their Raz4Kids accounts.

Math:

- A selection of mathematical engagements / activities should be provided to parents at the beginning of each UOI.
- The focus should be on practical home-based activities that requires no marking eg. measuring by following a recipe, tallying cars on a journey, etc.
- Learning at Home should not take longer than 15 minutes per day through student IXL Math accounts.

Grade 2 - Grade 5

Reading:

- All students are expected to spend 15 minutes per day on reading activities using their Raz4Kids accounts.

Math:

- All students are expected to spend 10 minutes per day on math activities using their IXL accounts.

Project-based learning:

- The class teacher sets an extended project linked to the UOI. The project clearly outlines the outcome with shared success criteria.
- The project must include reading, writing and mathematical learning and should be linked to the scientific or social studies focus of the UOI.
- Grade 2 and Grade 3 should have a heightened focus on reading skills, guided research and a timeline for organization.
- Grade 4 and Grade 5 are expected to take responsibility for the organization and time-management of their projects.

The project should aim to provide the following time allowances:

- Grade 2 - 30 minutes per week
- Grade 3 - 45 minutes per week
- Grade 4 - one hour per week
- Grade 5 - one hour per week

All Learning at Home is explained on the Thursday update on Toddle so that both parents and students can access information on their Toddle account.

HOW WE ASSESS PROGRESS

In Primary, we aim to keep marking meaningful, manageable and motivating .

Meaningful

Marking should serve a single purpose – to advance pupil progress and outcomes. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand.

Manageable

The time taken to mark should correlate with successful pupil outcomes. Feedback can take the form of spoken or written marking, peer marking and self assessment.

Motivating

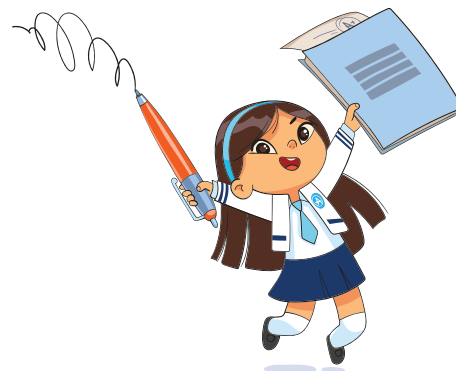
Marking should help to motivate pupils to progress. The most important element of marking is to acknowledge the work a pupil has done, to value their efforts, achievements and to celebrate progress. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Assessment takes place in a variety of ways to ensure that all learning styles are recognised and rewarded. The Primary School focuses on formative assessment opportunities during all learning engagements.

There are three assessment points during the academic year for summative assessments to take place. These can include quizzes, oral presentations, written reports, teacher observations or small group tasks. These assessment weeks provide opportunities for the teachers to complete summative assessments but also give students the chance to reflect upon their own learning and progress.

During each week, we assess reading, writing, math and the skills of the PYP through the unit of inquiry and students are awarded grades from our agreed criteria attainment and progress indicators.

All assessments are recorded and reported on associated tracking documents.



Progress indicators

1. Exceeding Expectations
2. Meeting Expectations
3. Approaching Expectations
4. Needing Support

NWEA MAP TESTING

All students from Grade 3 and above will be assessed three times a year using the NWEA MAP test for Reading, Language, Math and Science.

APPENDIX 3: MIDDLE SCHOOL

FAQ'S ABOUT MIDDLE SCHOOL

1. What are the school timings for Grade 6 - Grade 8?

Sunday - Wednesday: 7:30 AM to 3:00 PM (Morning assembly starts 7:15 AM)

Thursday: 7:30 AM to 12:00 PM

2. Are the classes co-ed?

Grade 6 is co-ed; Grade 7 and 8 will be gender segregated. However, they will have shared facilities, meaning they will use the same labs, library, etc. but at different times of the day.

3. Are the teachers co-ed?

Yes, we will have both male and female teachers teaching all students.

4. What curriculum do you teach in Grades 6-8?

Our curriculum is covered across the American Common Core from the state of California for English Language, Arts, Mathematics, Social Studies, Art, Music, PE, etc., the NGSS (Next Generation Science Standards) for Science classes, and MOE curriculum for Arabic and Islamic Studies.

5. Why the American curriculum?

The American curriculum is known for being academically rigorous in Grades 6 - 8 to set a strong foundation for students that will help them step into the high school levels of G9 - G12. Our teaching philosophy in the middle school focuses heavily on the 21st-century skills of critical thinking, citizenship, growth mindset, communication, creativity, and collaboration. Academically we place a significant emphasis on academic rigorous content being taught based on Webb's Depth of Knowledge content levels DOK1 (Recall), DOK 2 (Skills/Concepts), DOK 3 (Strategic Thinking), DOK 4 (Extended Thinking).

6. What classes will my child take?

In Grades 6 - Grade 8, all students will take English, Math, Science, Arabic A or B (native and non-native speakers), Islamic Studies (Muslim students) or Global Perspectives (non-Muslim students), Social Studies for Saudis and Non-Saudis, Digital Literacy, Art, Music, PE. In addition to these classes, Grade 6 will take French or Chinese, Grade 7 will take S.T.E.A.M. coding, and Grade 8 will take Financial Literacy.

7. Will you provide extra-curricular activities?

Yes, our activities and clubs will be built into our school timetable and take place twice a week.

8. Will my child earn marks for their classes?

Yes, we work with a grading scale system (see below)

| Letter Grade | Percent Grade | 4.0 Scale |
|--------------|---------------|-----------|
| A+ | 97 -100 | 4.0 |
| A | 93 - 96 | 4.0 |
| A- | 90 - 92 | 3.7 |
| B+ | 87 - 89 | 3.3 |
| B | 83 - 86 | 3.0 |
| B- | 80 - 82 | 2.7 |
| C+ | 77 - 79 | 2.3 |
| C | 73 - 76 | 2.0 |
| C- | 70 - 72 | 1.7 |
| D+ | 67 - 69 | 1.3 |
| D | 65 - 66 | 1.0 |
| D- | Below 65 | 0.5 |
| E/F | Below 60 | 0.0 |

9. Will my child take internal and external assessments?

Yes, we firmly believe an important part of ensuring academic success is the monitoring and evaluation of student learning progress. For this reason, students will have both internal and external assessments.

10. What type of internal assessments will my child have?

Weekly quizzes, projects, etc. (divided across subjects so there's little overlap), End of unit tests, Mid-terms, and final exams (students receive study guide 3-2 weeks in advance for midterms and final exams so they can be fully prepared).

11. What type of external assessments will my child have?

Students in G6 - G8 will sit the NWEA MAP testing three times a year for English reading, language arts, math, and science. They will also take the CAT4 test (cognitive aptitude test) that allows us to identify the ways in which each individual student learns best.

12. What kind of programs take place each year for G6 - G8 students?

There are a wide range of activities and programs that will take place throughout the year including Spelling Bee, Science Fair, Extracurricular activities, OWIS Movie Night, MS Sports team external competitions, field trips, opportunities for overseas trips within the GSG network, National Junior Honor Society, Model United Nations, Winter, Spring, and End of Year concerts, Art Exhibition etc. to just name a few.

APPENDIX 4: HIGH SCHOOL

FAQ'S ABOUT HIGH SCHOOL

1. What are the daily timings for High School students?

High School students attend from 7:30 AM to 3:00 PM Sunday to Wednesday, and from 7:30 AM to 12:00 PM on Thursdays. Daily form time is from 7:15 AM to 7:30 AM.

2. Will boys and girls continue to have separate classes in High School?

Yes. In line with Ministry of Education (MOE) regulations, all classes remain gender-segregated.

3. Which curriculum and academic pathways are offered in High School?

OWIS follows the California Common Core State Standards and Next Generation Science Standards (NGSS). Students can follow one of two pathways:

- General American High School Diploma
- Advanced Placement (AP) High School Diploma Track

4. Are Advanced Placement (AP) or other advanced credit courses available for my child?

Yes. Students who meet the academic prerequisites may begin AP courses in Grade 10, continuing through Grade 12. Offerings include AP Biology, AP Chemistry, AP Physics, and AP Calculus AB.

5. What subjects and electives can students choose from in Grades 9–12?

Students have a wide selection of core subjects and electives, including English, Math, Science, Social Studies, World Languages, PE, Arts, Business, IT, and Religious Studies. A complete course list is available in the High School Course Description booklet.

6. How does OWIS support students with university preparation and career planning?

Starting in the 2026–2027 academic year, OWIS will have a full-time university and career guidance counselor. Additionally, the Global Schools Group University Office offers extended support for students and families.

7. What extracurricular, leadership and enrichment programs are available for High School students?

OWIS Riyadh offers a wide variety of opportunities beyond the classroom, including:

- Arts, Sports and Activities (ASA): Held twice a week, where students choose from interest-based options.
- Student Leadership: Student council, peer mentoring, and leadership roles.
- Enrichment Programs: Service learning, competitions, debate, and more.

8. What kinds of internal assessments and projects will High School students complete?

Students complete a variety of formative and summative assessments including projects, presentations, research assignments, performance tasks, and unit tests.

9. Which external or standardized tests will High School students sit for?

Students will sit for:

- MAP Growth Tests (Grades 9 to 11, twice yearly)
- PSAT (Grades 10 and 11)
- AP Exams (Grades 10 to 12, mandatory for enrolled students)
- MOE-Required Exams (Arabic, Islamic Studies, and National Identity as applicable)

Students may also independently register for SAT, ACT, IELTS or TOEFL, supported by the school counselor. OWIS Riyadh is not financially responsible for these external exams.

10. What are the graduation requirements for OWIS High School students?

A minimum of 27 credits is required (25 for non-Muslim students), including:

- 4 English, 4 Math, 4 Science, 4 World Language
- 3 Social Studies, 2 PE/Health, 0.5 Arts, 3.5 Electives
- 2 Islamic Studies (for Muslim students)

11. Will students receive guidance when selecting courses and planning their academic pathway?

Yes. Students receive support from their form teacher, curriculum coordinator, school counselor, and university/career counselor during course selection and pathway planning.

KEEPING PARENTS INFORMED

GRADE OUTLINES

The Grade Outline is a comprehensive introduction for parents about each grade level. Each one includes:

- Welcome letter from the School
- Introductory letter from the Class Teacher
- Table of Contents
- Routines including timetable
- Learning at Home Agreements
- How Parents can Help
- Programme of Inquiry

The Grade Outlines are distributed to parents on the Parent Welcome Evening at the beginning of each academic year.

TODDLE AGREEMENTS

Toddle empowers students of any age to independently document what they are learning at school. Students capture learning with photos and videos of their work, or by adding digital creations. Everything gets organized in one place and is accessible from any device.

The student's work will be shared with classmates and parents. Toddle gives students a real audience for their work and offers parents a personalized window into their child's learning.

From PreKG, each student's Toddle account forms their school portfolio capturing assessment opportunities, points of reflection (dynamic pieces) as well as celebrating their ongoing achievements.

Every Thursday, class teachers send a weekly update to parents on Toddle.

PARENT OVERVIEW

At the beginning of each Unit of Inquiry, Grade teachers compile a Parent Overview which is shared with parents.

The Parent Overview provides the parents with a summary of the Unit of Inquiry, including the central idea, the lines of inquiry, the conceptual understandings and how the unit is transdisciplinary across the primary subjects.

UNIT SHARES

A Unit Share is an opportunity for students to share their learning with an invited audience, usually the parents. A Unit Share can be presented in a variety of ways, including individual presentations, group presentations, a featured debate, a living museum, a science fair, a celebration (party), a 'live' TV programme, a judged competition.

DAMAGE OR LOSS OF SCHOOL PROPERTY

Some resources used by the student on a borrowed facility will be liable by the parent for damage or loss. School library books incur a replacement charge of 50 SAR for Library books. Non payment of the charge might result in borrowing privileges being suspended.

Damage to Macbook's in the ICT lab under the IT contract to students will be charged at the replacement cost. A copy of the IT contract can be obtained from the school office.

GRIEVANCES AND DISPUTE RESOLUTION

The School aims to resolve all disputes, whether financial or otherwise, involving the School and the students in a just and amicable manner. Due consideration would be given to all the facts before any solutions are recommended.

- A dispute is recognised as such if the School and a student or parent does not agree to a decision of the School
- The dispute resolution mechanism has three structural components which shall be followed sequentially:
 - Resolution by a staff member or a team appointed by the Principal
 - Resolution by the Principal
 - Resolution by reference to a third party
- All "disputes" shall be given by the parent to the School in writing, stating clearly the issue, the facts and the area of disagreement. Parents should submit their complaints through the OWIS Helpdesk, where they will be directed to the appropriate department for resolution within 24 hours.
- All written feedback shall be acknowledged by the School within 3 working days. All written complaints shall be acknowledged by the school within 3 working days. Some feedback may require additional steps subsequent to the first response which shall be communicated to the parents.
- In case of academic-related concerns, parents should first contact a relevant member of the Middle Leadership Team, then the Academic Senior Leadership Team and finally the Principal if needed.
- If necessary, parents may be invited for a face to face meeting with the Head of School to discuss the possible solutions and reach closure.
- In case of continued disagreement, the matter shall be taken up by the Principal who, in consultation with the Senior Leadership Team, shall explore the matter further.
- In the event of disagreement after this stage, the School shall advise the parents to refer the matter through third party mediation.
- Every effort will be made to resolve complaints within 21 days of having received written notification from a parent, provided no third-party intervention occurs.
- All feedback/complaints are considered resolved and closed by the school if the school does not receive any more correspondence from the parent relating to the feedback after 7 working days from the date of resolution (written reply from the school on its decision).
- Transport-related feedback cases are responded to by the transport contractor. The school shall, however, monitor the contractor's responsiveness to and resolution of all complaints.



**ONE WORLD,
ONE COMMUNITY**



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