

MODEST STANDARD SCHOOLS

SCHOOL PROSPECTUS

At MODEST STANDARD SCHOOLS, please note the following:

1. **MODEST** means “Humble in spirit and manner”, which means *unpretentious, *genuineness *Natural and @Sincerity.
 2. **STANDARD** is interpreted as *Regular, *Even, *Steady, *Systematic, *Organized, *Structured and *Consistent.
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Caveat: Please read this School Prospectus in conjunction with the General Prospectus outlined in the STUDENT GUIDEBOOK, which gives an overview and general information regarding the whole Schools (Primary and College).

ELEMENTARY (Pre-Primary and Primary) SCHOOL

The building for this arm have eleven classes, from Reception 1 & 2, Nursery 1 & 2, KG, Basic 1 to 6.

The first elementary (Pre-Primary) school comprises of Reception 1 & 2, Nursery 1 & 2, and KG classes; while the second elementary (Primary) School, which covers the Basic 1 to 6.

In both Schools, all classes have Class Teachers, who are aided by Learning Support Assistants. Pupils/Students in each class spend the majority of their time with their Class Teachers, but they will also be taught by different teachers for certain subjects.

THE CURRICULUM

The Primary School aims to meet the requirements of the yearly Basic and Secondary Education Curriculum in Nigeria (<https://www.education.gov.ng/index.php/departments/Basic-and-Secondary-education>):

Criteria used in framing the aims, objectives and content of the curriculum:

- The curriculum is planned and developed as part of a continuum for all students, including as far as practicable, for those with special educational needs. The curriculum is developed to match the stages of development of individual students rather than their chronological ages.
- The curriculum is essentially practical, to enable students to adopt a multi-sensory approach to learning.
- We believe that if students are to gain maximum benefit from their educational experiences, they need to work in a happy caring environment where they may grow in confidence, where they may be helped to develop a concern for others, and where they can achieve daily success in a wide range of enjoyable activities. We aim to provide a broad range of worthwhile curricular opportunities that cater for the interests, aptitudes and particular needs of students, and to ensure progression in students’ learning.

The curriculum aims to provide a greater awareness and understanding of different races, cultures and creeds, and to provide equal opportunity for all, regardless of race, gender, religion or social or economic differences. We seek to build learning opportunities and stimulating activities we have always believed to be essential to an opulent primary school experience.

ENGLISH AND LITERACY

Students are given many opportunities to use language skills in a variety of ways. These include:

1. Speaking and Listening: This entails:
 - ☐ Class/group discussions. ☐ Listening to audio. ☐ Role play/drama.
 - ☐ Collaborative work. ☐ Stories and poems. ☐ Following instructions.

2. Reading: In terms of:

- Structured reading programme. □ Reading extension materials. □ Quiet reading times.
- Shared and guided reading activities. □ Study skills. □ Reading for pleasure.

3. Writing: This involves:

- Writing for a variety of purposes. □ Usage of punctuation/grammar.
- Writing for a variety of audiences. □ Development of drafting/editing skills. □ Spelling.
- Use of literacy software. □ Use of dictionaries and word banks. □ Structured spelling programme.

4. Handwriting: This contains:

- Study of letter formation and joining. □ Attention to presentation.

NUMERACY AND MATHEMATICS

Pupils in ELEMENTARY (Pre-Primary and Primary) SCHOOL are given many opportunities to acquire mathematical concepts and skills and apply these in practical situations, e.g:

- ❖ Number work including calculations.
- ❖ Problem solving.
- ❖ Shape and space.
- ❖ Using and applying Mathematics.
- ❖ Measures.
- ❖ Data handling.

A variety of published schemes are used, and these are supplemented with enrichment materials which aim to extend the child's understanding throughout areas of the curriculum.

Post-Primary (JS1-3/Basic7-9 and SS1-3) schools acquire all relevant skills and concepts in Mathematics, other areas of skill, based on choice, are Additional Mathematics, Pure Mathematics and Further Mathematics

SCIENCE AND TECHNOLOGY

Science is an integral part of our curriculum. It stimulates and excites students' curiosity about phenomena and events in the world around them. Emphasis is placed on developing and evaluating explanations through experimental evidence and modeling. The School has a wide range of resources to enable Science to be delivered through practical activities and the use of the outdoor environment. The range of science topics covers the many aspects of natural and physical science as promoted by the National Education Curriculum.

MODERN FOREIGN LANGUAGES

Formal lessons in Modern French continue in Basic 2 and throughout Primary School, in groups according to ability. There are opportunities to change groups at a later stage if appropriate. In the near future, students from Basic3 will be introduced formally to any other Foreign Language(s) as prescribed by Nigeria/Lagos State.

Our aims in teaching children a modern foreign language include:

- ❖ Increasing linguistic competence through regular timetabled sessions.
- ❖ Exploiting cultural links and experiences when opportunities arise.
- ❖ Promoting positive attitudes towards language learning through a range of learning activities.
- ❖ Developing listening skills and phonological awareness.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT is one of the core subjects in the National Education Curriculum and is given a high profile in the both Elementary and Post-primary Schools. The students have access to a suite of computers in the ICT Room, where the internet can be accessed in a safe environment. The interactive whiteboards facilitate whole class interaction with a wide range of software. In classrooms, students have access to PCs, the internet and the curriculum network, and teachers are able to access lesson resources using interactive whiteboards in the School.

BASIC DESIGN AND TECHNOLOGY

The development of Design and Technology capability is important in preparing all students for citizenship in an ever-increasing technological world. The ability to use technological skills is a vital life skill in modern society. Using these skills in a purposeful way provides the opportunity to extend and enhance teaching and learning experiences in the National Education Curriculum as a whole.

In Design and Technology, students acquire and apply knowledge; and understanding of materials and components, including food, textiles, resistant and mouldable materials, mechanisms and control systems, structures, quality issues and factors relating to health and safety.

The Aim of Design and Technology is that students will:

- ❖ Develop their designing and making skills.
- ❖ Develop knowledge and understanding.
- ❖ Develop their capability to create products through combining their designing and making skills with knowledge and understanding.
- ❖ Nurture creativity and innovation through designing and making.
- ❖ Explore values about and attitudes to the world; and how we live and work within it.
- ❖ Develop an understanding of technological processes, products and their manufacture; and their contribution to our society.

GEOGRAPHY

All students will be given the opportunity to:

- ❖ Develop a positive attitude to Geography.
- ❖ Learn to use geographical skills and knowledge confidently through a process of enquiry and pleasurable creative activity.
- ❖ Develop interest in their surroundings and in the variety of physical and human conditions on the Earth's surface.
- ❖ Foster their sense of wonder at the beauty of the world around them.
- ❖ Develop an informed concern about the qualities of the environment and the future of the human habitat, in order to enhance their sense of responsibility for care of the earth, and its peoples.

HISTORY

History fires students' curiosity about the past in the NIGERIA, AFRICA and the wider world. Within our curriculum it plays an important role in helping students to:

- ❖ Develop a framework of chronology.
- ❖ Interpret past events and attitudes.
- ❖ Find evidence, evaluate it, and reach their own conclusions.
- ❖ Undertake research, sift through evidence and argue their point.

MUSIC

Our work in this area of the curriculum encourages students to enjoy music through:

- Performing, Listening, and Composing.
- Developing musical knowledge and understanding.

Musical Instrument Requirements for Students

Based on instrumental lessons, all students in Basics 3 - 6 must possess a melodic musical instrument for use in class and at home. This requirement remains for the first three Basics of Secondary School (i.e. Basic 7 to Basic 9). The School encourages students continue to increase their competence through private tuition and practice. Music Department offers the following private and group instrumental lessons:

☐ Acoustic and Electric Guitar ☐ Bass Guitar ☐ Composition ☐ Drums ☐ Electronic Music (Basics 7 - 9)
☐ Flute ☐ Junior Choir (Basics 3 - 6) ☐ Piano ☐ Rock Band (Basics 7 – 9 and SS1 - 3) ☐ School Orchestra ☐ Trumpet.

CREATIVE AND CULTURAL ART (CCA)

We aim to provide opportunities for students to learn skills and express themselves in a variety of

media and forms, such as: □ Painting. □ Model making. □ Printing. □ Drawing and sketching. □ Use of fabric.

Cultural and Artistic creativity is included in most aspects of the curriculum, and visual displays throughout the School stimulate interest and enjoyment. Students investigate a range of media and the work of particular artists.

PHYSICAL AND HEALTH EDUCATION (PHE)

A variety of physical activities are offered to students throughout the School, and we aim to give a balance of experience. This includes: □ Gymnastics. □ Movement and Dance. □ Athletics. □ Games. All students are expected to take part in these activities unless excluded for medical reasons. We aim to give all the students the opportunity to take part in sporting activities within the school day and through extracurricular activities, which are encouraged. In lessons, our youngest students are taught basic skills such as catching, throwing and kicking for primary school. Students play football, handball, hockey and cricket and others likes, in the college. In nearer future, after-school sporting clubs including football, cricket, and basketball are run by staff and coaches. These and other skills are developed throughout the School so that all can participate to the best of their ability in our sporting programmer. Sporting teams would represent our school in football, basketball and handball. Fixtures would be arranged against other local schools where our teams would have potential to record notable successes.

HOMEWORK

Most of the homework for the youngest children in the Primary School will involve Reading and Spelling, and we urge parents to help the children by listening to them read. It is also very beneficial if you read to them on a regular basis. A ***Reading Diary*** will be sent home regularly along with a *Reading Book* which should be returned to school each day in a folder.

Please also help children learn their spellings using the following methods:

- ❖ Look (at the word),
- ❖ Say (the word out loud),
- ❖ Cover (the word up),
- ❖ Write (the word from memory),
- ❖ Check (to see if it is correct).

This should be *repeated until the word is well-known*. A guide to the amount of time that should be spent per day is as follows: Basic 2, Basic 3, Basic 4, Basic 5 Basic 6; 30 minutes per day, 40 minutes per day, 50 minutes per day, 60 minutes per day, 70 minutes per day respectively.

Post-Primary School students are required to spend more time on studying and reading.

For elementary pupils, emphasis will be also placed on general **literacy/English** and **numeracy/Mathematics** tasks, which benefit every subject area, and such tasks may be given in addition to the above subject-specific homework guidelines. Each pupil will be issued with a **Homework Diary**. We ask Parent to read this each day to check the homework set and sign the diary regularly. The Homework Diary is also a useful means of communication between teacher and parent.

CELEBRATING ACHIEVEMENTS IN THE SCHOOL

We believe it is essential in the School to celebrate the achievements of individuals groups and the whole school community. Through such celebration, endeavor/effort is recognized and those gaining recognition can feel valued and successful. This helps the development of confidence, which prepares students to take new risks and face further challenges as they progress (from elementary, Basic towards their Secondary School Education.

Achievement celebration covers Staff by completing the nomination form below.

MODEST STANDARD SCHOOLS
(CEO's AWARD NOMINATION FOR END OF TERM/SESSION/YEAR)

Team Player: (Best Inter-personal Relationship)	(a) Nur/K.G Class _____ (b) Basic/Primary Class _____ (C) JSS/Basic6-9 _____ (d) SSS Class _____
Customer-Friendly (Parents' care/ Relationship)	(a) Nur/K.G Class _____ (b) Basic/Primary Class _____ (C) JSS/Basic6-9 _____ (d) SSS Class _____
Most Punctual	(a) Basic/Primary Schl. _____ (b) College Schl. _____
Best Dressed	(a) Male _____ (b) Female _____
Most Dedicated to Duty (New Biz - Student/Pupil- Introduced)	(a) Basic/Primary Schl. _____ (b) College Schl. _____

ENRICHMENT OPPORTUNITIES: EDUCATIONAL VISITS/**EXCURSION**

The School arranges a programme of educational visits to places of interest on a periodic/regular basis. In addition to the school fleets, we hire coaches for transportation to and from such activities. There is always an educational aspect to such visits, although we also try to make them an enjoyable and social experience as well. We try to maximize the curriculum links and use every opportunity to cross between different parts of the curriculum in one experience.

MORAL/ETHICAL CARE

Personal, social and moral education is seen as an integral part of each student's education. A MODEST STANDARD SCHOOLS, we care for our students by supporting them sympathetically and encourage positive attitudes to learning, school and life. The range of topics covered throughout the School help to meet the student's social and emotional development. To achieve this, students will participate in:

- ❖ Group study to foster positive relationships with friends and peers.
- ❖ Decision-making to help create independence of thought.
- ❖ Health education to promote self-awareness, nutritional needs and the importance of creative leisure activities.
- ❖ Safety education to apply this knowledge and skill to situations in the home and at school.
- ❖ Community awareness to help develop a caring attitude socially and environmentally.
- ❖ Economic and industrial awareness.

SCHOOL DISCIPLINE

At Modest *Standard* schools, *Discipline* is our hallmark. A high *Standard* of behaviour is non-negotiable, hence it is insisted upon: mutual respect, good manners and cooperation are expected from all. We therefore have a Positive Behaviour Policy setting out our expectations regarding acceptable behaviour in school. Positive encouragement is provided through House Points, the display of students' work, the recognition of individual and team successes in Assemblies, and Headteacher's commendations. The Policy is based on the *three principles of **Rules, Rewards and Consequences***. Our rules are kept to a minimum and they emphasize: respect for other students and all adults; respect for property; the expectation that students try to do their best at all times; and that we *speak to and treat others as we would like to be spoken to and treated ourselves*. If any student does not conform to these expectations, the matter is dealt with initially by staff and, if necessary, parents/guardians will be notified. Close liaison and cooperation between home and school is sought in order to resolve disciplinary issues.

CODE OF BEHAVIOR

1. Students should:

- ✚ Be honest at all times.
- ✚ Be polite and show consideration towards each other and to all adults at all times – bad language is never respectful.
- ✚ Be prepared to take responsibility for their actions.
- ✚ Be responsible for looking after their own belongings brought to school – watches, pens, pencil cases, calculators etc.
- ✚ Only play on the playground, and not on the fences, trees, flowerbeds, etc.
- ✚ Walk and not run, in the interests of safety and not getting hurt – you never know who or what is around the corner!

2. Students should not:

- ✚ Play fighting games or piggy-back games.
- ✚ Without supervision, play swinging, tripping or kicking games, because these activities are too dangerous and someone is likely to get hurt.
- ✚ Use physical or verbal abuse or any form of victimization – students should think how they would feel if it happened to them.

Anti- victimization Policy

Harassment or victimization incidents are taken seriously, and all incidents are investigated and recorded. We would ask that parents/guardians should inform the School immediately if they suspect their child/ward to be a victim or a perpetrator of Harassment at school.

SCHOOL HOURS AND SECURITY

Our aim is to make our school a safe and secure place for everyone. We would like to remind all parents/guardians that the school door will be opened from 7:30AM and not before, as our teaching day begins at 8:00AM. The School cannot accept any responsibility for students arriving before 7:30AM and we therefore kindly ask that parents/guardians of our day-school stay with their children until this time. While it is the responsibility of Parents/Guardians whose children/wards are on board of the school transport system should demand school ID Cards from our authorized Drivers/Motorists/Transport Representatives before such children/wards are committed for pick up. In both cases, on arrival to school each morning School students should wait inside their classes or outside in the playground until the Assembly bell sounds at 7:45AM.

If a parent/guardian wishes to speak with their child's class teacher first thing in the morning it is usually possible, but if not, please make your request through the School Admin Office. It is the responsibility of parents/guardians to ensure that their children arrive at school on time. Frequent lateness can be upsetting for the child and can disrupt the teaching sessions for other students. If children do arrive after registration they will need to visit the School Admin Office in order to be signed in. Similarly, if children need to leave the premises before the end of sessions they must be signed out in the Admin Office before leaving. We ask all visitors to the School to report to the School Admin Office. It is our aim to keep the students and staff as safe as possible. We appreciate that for new children the first few days can be quite scary/daunting. However, once the initial settling in period has passed, we ask parents not to enter the classroom. You are welcome to arrange appointments and speak to members of staff privately.

BOOKS, EQUIPMENT AND STATIONERY

Exercise books are provided for the children by the School (upon full payment of all fees). An annually updated list of book requirements is available from the School Admin Office, and is dependent on your child's Basic group. All text books are available to purchase from the School Book-shop, located in the Secondary School building.

Parent; please provide your Basic 2 to Basic 6 child with the following items:

- ☐ A school bag – not too large please, as children need to carry them easily

- ☐ Book Bag – for their reading book and homework
- ☐ Pencil case
- ☐ Sharp pencils
- ☐ Coloured pencils – no sharp -tipped pens, please
- ☐ Eraser/Rubber
- ☐ Ruler – 30cm long marked in cm and mm (not the very flexible type)
- ☐ Sharpener
- ☐ Glue sticks
- ☐ Small scissors
- ☐ A USB stick.

In addition each Basic group will need the following items:

Basic 3:

- ☐ Small Dictionary – English vocabulary/Thesaurus
- ☐ Small lever arch file with dividers
- ☐ Plastic folders
- ☐ Highlighter pens

Basic 4:

- ☐ Small Dictionary – English vocabulary/Thesaurus
- ☐ Highlighter pens
- ☐ A whiteboard ☐ pen
- ☐ A4 lever arch file
- ☐ Plastic folders

Basics 5 & 6:

- ☐ Small Dictionary – English vocabulary/Thesaurus
- ☐ 180 degree protractor
- ☐ 2 small lever arch files
- ☐ Small calculator ☐ Highlighter pens
- ☐ Plastic folders

SNACKS

All children are asked to bring a snack to school, which is eaten during Recess/1st break time (10.00 - 10.20 a.m.). We ask you to send healthy snacks at all times, e.g. **fruit**, and not sweets, chocolate or fizzy drinks. **A drink** (no glass bottles, please) should be included, and there are water tap/machines available for extra water. It is a useful idea to provide a plastic bottle which can be refilled at the water tap/machines, but please label the bottle with your child's name and class.

NB: If parents and children would like to eat a hot meal, the School Cafeteria in the Secondary School building offers a range of food.

LOST PROPERTY

A lost property box is situated outside the Admin Office (for both Primary and Secondary Schools).

UNIFORM POLICY

NB: For items of uniform supplied by the School Shop, no substitute uniform is allowed. No mixing of uniform or/and PE kit is allowed.

Please see below uniform policy for both Elementary/Primary pupils and College School students, which is based on different group.

UNIFORM FOR ELEMENTARY (Pre-Primary) AND BASIC 1 – 6.

GIRLS:

- ☐ Sky-Blue short-sleeve blouse/top
- ☐ White ankle socks, trace/touch of Red, Blue and Black
- ☐ Black shoes
- ☐ School checked dark blue pinafore with school unisex Badge
- ☐ School blazer (to be worn at all times)
- ☐ School elasticated tie
- ☐ School sweater/Cardigan (as an extra layer when feeling cold)

BOYS:

- ☐ School checked dark blue shorts
- ☐ Sky-Blue short-sleeve shirt with school unisex Badge (to be worn tucked-in)
- ☐ White ankle socks, trace/touch of Red, Blue and Black
- ☐ Black shoes
- ☐ School blazer (to be worn at all times)
- ☐ School elasticated tie
- ☐ School sweater/Cardigan

UNIFORM FOR BASICS 7 – 9 (JSS1 - 3)

GIRLS: ☐

- ☐ School checked (blue-Black, pink) pinafore with school unisex Badge
- ☐ Long white socks
- ☐ Black sensible shoes (no sandals, trainers and shoes resembling trainers)
- ☐ School blazer (to be worn at all times);
- ☐ School Purple Jumper/Sweater (as an extra layer when feeling cold)
- ☐ School tie (blue-black)
- ☐ School Lilac short-sleeve blouse/top
- ☐ School beret (**compulsory**, no other scarves allowed)

BOYS:

- ☐ School checked (blue-Black mixed with pink) Trouser
- ☐ School Lilac **short-sleeve** shirt, to be worn tucked-in (with school unisex Badge)
- ☐ School tie (blue-black)
- ☐ Long white socks
- ☐ Black sensible shoes (no sandals, trainers and shoes resembling trainers)
- ☐ School blazer (to be worn at all times);
- ☐ School Purple Jumper/Sweater (as an extra layer when feeling cold)

UNIFORM FOR SS1-3

GIRLS: ☐

- ☐ School checked (blue-Black, pink) **Skirt**
- ☐ Long white socks
- ☐ School tie (blue-black)
- ☐ School Lilac **long-sleeve** blouse/top dress (with school unisex Badge)
- ☐ School beret (**compulsory**, no other scarves allowed)
- ☐ Black sensible shoes (no sandals, trainers and shoes resembling trainers)

- ☐ School blazer (to be worn at all times);
- ☐ School Purple Jumper/Sweater (as an extra layer when feeling cold)

BOYS:

- ☐ School checked (blue-Black mixed with pink) Trouser
- ☐ School Lilac **long-sleeve** shirt, to be worn tucked-in (with school unisex Badge)
- ☐ School tie (blue-black)
- ☐ Long white socks
- ☐ Black sensible shoes (no sandals, trainers and shoes resembling trainers)
- ☐ School blazer (to be worn at all times);
- ☐ School Purple Jumper/Sweater (as an extra layer when feeling cold)

PHE UNIFORM FOR BOTH BASIC GROUP & COLLEGE.

GIRLS:

- ☐ School T-shirt (Primary pupils) Polo shirt (College Students) with PE **kneel-level** Pinafore (students should own at least two sets of school T-shirts and shorts)

NB: any clothing worn under should **not** be visible.

- ☐ Protective PE-quality predominantly white sneakers
- ☐ Summer cap
- ☐ School tracksuit, worn over school T-shirt (clothing worn under the T-shirt should be white in colour)

BOYS:

- ☐ School T-shirt (for Primary pupils) Polo shirt (College Students) with school PE shorts (students should own at least two sets of these kits)
- ☐ Protective PE-quality predominantly white sneakers
- ☐ Summer cap
- ☐ School tracksuit, worn over school T-shirt (clothing worn under the T-shirt should be white in colour)

EXTRA LESSONS

The School provides mandatory opportunities for additional private group lessons in core subjects areas for further improvement. This is particularly helpful for preparatory in the early stages of learning the examinations and examiners skills. In addition, Modest Standard Schools is an Examination Centre for Nigeria Common Entrance Examinations, Basic Education Continuous Examination, Junior and Senior West African School Examinations. These Examinations take place as scheduled by Government. Hence the aim of these extra Lessons is to motivate students to learn and master the core subjects within and beyond the classroom; it encourages and motivates students to make clear and effective progress as they work through the levels.