

PROSPECTUS 2023/24



Est 2013



*There can be no better setting to unlock your
child's true learning potential.*

Our Philosophy

Thriving in today's fast-changing world requires a breadth of skills rooted in academic competencies and 21st-century skills while holding true to “*old school*” values. At Bradford Schools, we create a quality learning experience that ignites imaginations, develops critical thinking skills, and encourages out-of-the-box ideation while embracing traditional values.



Our Vision

Bradford Schools aspires to be one of the world's leading educational institutions providing high-quality education that unlocks optimal potential from learners.

Our Mission

Bradford Schools commits to excellence in the delivery of the Cambridge International Curriculum helping learners unlock their full potential.



Our Journey

Bradford Schools traces its beginnings to 2013 when it opened its doors as a pre-primary school catering for children between 12 months and 6 years. As the school's enrolment grew, there were overwhelming requests for the school to open a preparatory school to cater for foundation phase learners. Five years later, the school opened its Preparatory School in Glen Austin. Due to the school's reputation for high-quality instruction and performance, we have experienced significant enrolment growth over the past years, and the school's growth path is on a high growth trajectory.



Our Values

“Good values are like a magnet – they attract good people.”

John Wooden

Bradford Schools is founded on the following core values **“DICE”**:

- **Discipline** - Bradford Schools will strive to promote the highest level of discipline in everything that we do.
- **Integrity** - Bradford Schools is committed to practicing the highest ethical standards, taking full accountability for all actions and treating every member of the Bradford Schools family with trust and respect.
- **Client Consciousness** - Bradford Schools understands that satisfied parents and learners are key to success.
- **Excellence** - Bradford Schools will strive to continuously improve the quality of its offering to consistently deliver a flawless service.

About Bradford Schools

Bradford Schools comprises the Preparatory School, Cambridge Early Years Centre in Glen Austin and Cambridge Early Years Centre in Vorna Valley. The Preparatory School caters for students in Foundation Phase (Cambridge Primary Stage 1 to 6) and Middle College (Cambridge Lower Secondary Stage 7 and 8). The Cambridge Early Years Centre caters for children from 12 months to Grade R (5 turning 6 years).

Learning at Bradford Schools is an active and dynamic experience. Our teaching emphasises on establishing solid foundations for the future through a supportive and stimulating learning environment that promotes positive self-esteem and self-confidence. All learners are encouraged to maximise their potential in all areas of the curriculum. We encourage the development of critical thinking and problem-solving skills from the onset.



Bradford Learners

At Bradford Schools, every learner:

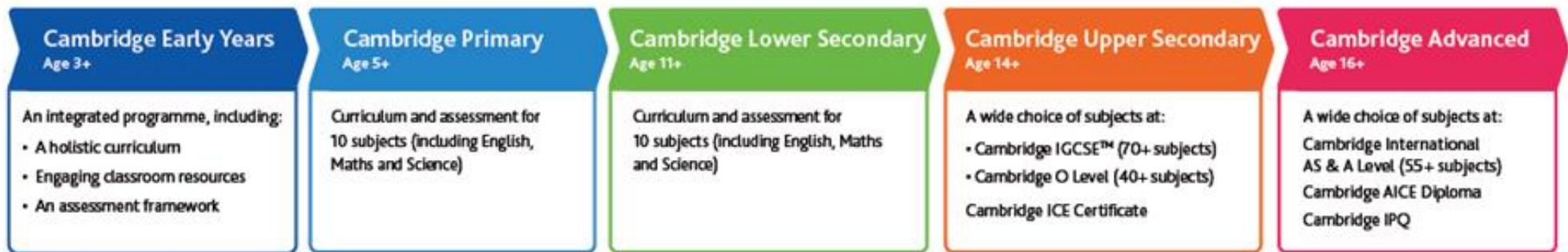
- ✓ Has access to high-quality teaching and experiences wide-ranging learning opportunities that equip him or her to be confident, acquire life skills and develop strategies for coping with the challenges life throws at him or her.
- ✓ Is exposed to a rigorous Cambridge International Curriculum. To further challenge our learners, we have also incorporated THRASS, Robotics and Coding, Singapore Maths and Matific.
- ✓ Has an opportunity to pursue his or her interests and lifelong passions.
- ✓ Is exposed to a unique learning environment designed to ensure global competence and engaging experience for all learners.
- ✓ Spends happy days at school in a warm and welcoming environment. You can be assured that in our environment, your child will thrive and flourish in the fullest sense.
- ✓ Learns to embrace diversity in our ‘home away from home’ with exposure to different cultures, nationalities, races and religions.

In Pursuit of Excellence!

The Cambridge Pathway

The Cambridge Pathway is set up to provide your child with a clear learning path through all the stages of their education. It seamlessly builds on the learners' development from Cambridge Early Years to Cambridge Advanced level. Through the Cambridge Pathway, learners develop strong knowledge and valuable skills they can carry through life, while also growing their passion for learning.

Currently, Bradford Schools provides the Cambridge Early Years, Cambridge Primary and Cambridge Lower Secondary. Our ultimate goal is to provide the full Cambridge pathway.



The Cambridge Curriculum sets a global standard for education, with programmes that stretch, challenge and inspire our learners.

Cambridge Early Years

12 months to 6 years





Give your child the best start in life!

Bradford Schools has two Cambridge Early Years (“CEY”) Centres in Glen Austin and Vorna Valley. Our centres provide the CEY Curriculum for learners aged 12 months to 6 years.

The CEY Curriculum provides a comprehensive set of learning statements that gives a structure for teaching and learning in three stages:

12 months to 3 years	CEY Toddlers
3 – 4 years	CEY 1
4 – 5 years	CEY 2
5 – 6 years	CEY 3

The CEY Curriculum provides our learners with a structured, supportive and balanced platform on which to develop their learning and the skills essential for life. It harnesses our learners’ natural curiosity and this search for knowledge is met as they learn to find answers to their questions through a hands-on teaching approach.

Our teaching approach recognises that each learner is unique and hence requires a tailored education experience. We differentiate learning according to individual developmental needs and track progress throughout the year. Our teaching programs are designed to prepare learners for the demands of the “real” 21st century-world, beyond our imagination.

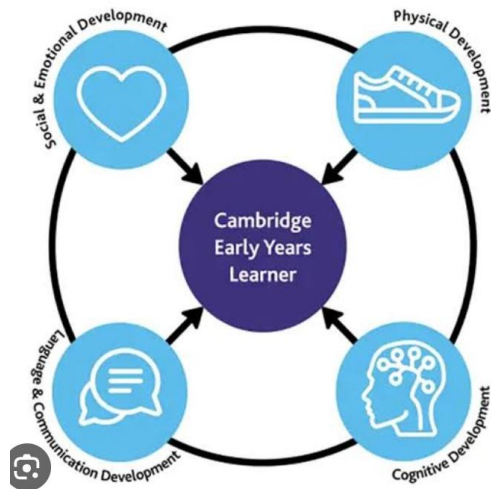
Our goal is to ensure that all learners begin their journey to become critical thinkers, active problem-solvers, inquisitive readers, diligent researchers, productive citizens, future leaders and prolific writers.

Bradford School’s holistic approach to your child’s education focuses on the whole child and connects their development with the world and people around them.

The Cambridge Early Year Curriculum

The Cambridge Early Years curriculum:

- ✓ follows a holistic approach that focuses on the whole child and connects their development with the world and people around them.
- ✓ is built around four key areas of early childhood development:



- ✓ develops knowledge, understanding and skills through a spiral approach, by revisiting and engaging with topics and skills in more depth at each stage.
- ✓ helps learners to meet internationally established milestones for early development. Although children develop at different rates, the curriculum provides a structure for teaching and learning that will help you monitor and support each child's progress.
- ✓ supports a bilingual or multilingual approach for learners with a home language other than English, as well as those with different experiences of English.
- ✓ prepares learners to easily transition into Cambridge Primary or the next stage in their education.
- ✓ content is split into six curriculum areas to guide and support progress.

Curriculum Areas

The six curriculum areas are as follows:

- ✓ Communication and Literacy
- ✓ Creative Expression
- ✓ Mathematics
- ✓ Physical Development
- ✓ Personal, Social and Emotional Development
- ✓ Understanding the World

Communication and Literacy

Communication and Literacy incorporates speaking, listening, reading and writing. This learning area focuses on developing the learners' confidence and competence in communicating, speaking and listening to stories and beginning to read and write.

Our Literacy Program enables children to communicate effectively – the ability to communicate effectively is essential for any learning to take place. It focuses on teaching children to listen, understand, recall and respond appropriately to different situations. Children learn to recognise letter names and sounds to facilitate the effective blending of words. This is further extended to teaching children to recognise frequently used sight words, as well as basic word attack skills. At the end of the Grade R Programme, children are expected to communicate confidently using age-appropriate language, have a good knowledge of the phonemes taught and be able to build three-letter words. Children are also expected to recognise sight words and be able to read picture books with simple captions.

Creative Expression – *Every Child is an Artist*



Creative Expression is a crucial part of our curriculum. It focuses on developing imagination and creativity in art, music and drama, fantasy play, crafts, painting, movement, dance and imaginative and role-play activities.

Mathematics

This learning area develops a growing understanding of problem-solving and numbers, through stories, songs, games and play. Learners should become comfortable with numbers, counting, shapes, patterns and use Mathematical language such as heavier than or smaller.



Physical Development

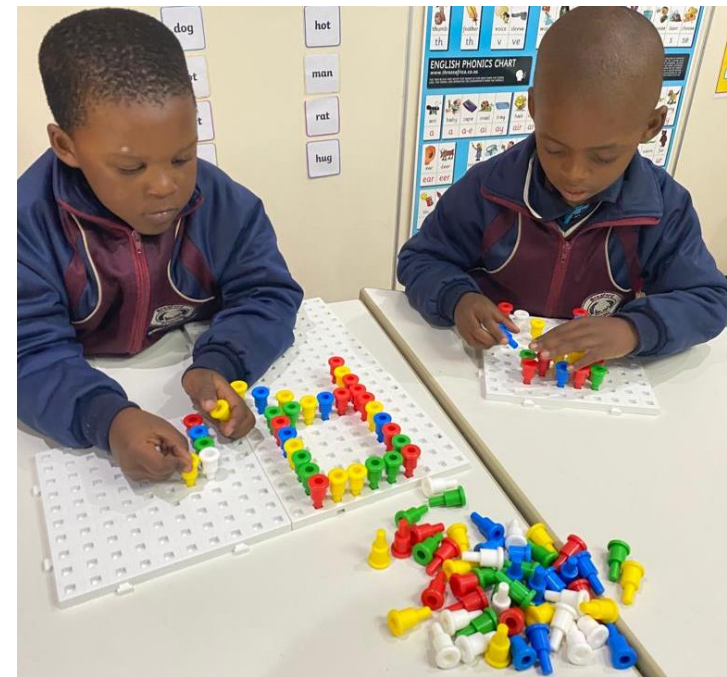
Physical Development entails gross and fine motor development.

Gross motor development refers to the activities that stimulate and strengthen the development of large muscles to facilitate balance, coordination, body awareness, reaction time and locomotion. All of these abilities help kids participate successfully in activities at school, at home and in the community. A child's gross motor skills depend on both muscle tone and strength. Gross motor abilities also form the basis for fine motor skills that help us make small movements. Our physical development program provides opportunities for children to participate in a variety of activities including ball skills, gymnastics and other gross motor activities such as skipping, climbing and jumping jacks.



Fine motor development focuses on the small muscles required for manipulating small objects and tools. Fine motor activities help develop small muscles and wrists through finger play, fine motor control, eye-hand coordination as well as the midline crossing. Fine motor skills are essential for performing everyday skills like self-care tasks (e.g. clothing fastenings, opening lunch boxes, cleaning teeth, using cutlery) and academic skills (e.g. pencil skills of drawing, writing and colouring, as well as cutting and pasting).

Without the ability to complete these everyday tasks, a child's self-esteem can suffer, and their academic performance can be compromised. They may also be unable to develop appropriate independence in life skills such as getting dressed, sharpening their own pencils etc. At Bradford Pre-Primary, we adopt a very fun, interactive, and creative approach to developing fine motor skills.



Personal, Social and Emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their abilities. Personal, social and emotional development is an important part of early childhood development as it contributes to the full personal development of a young child and extends a person's ability to respond effectively to daily life challenges.

Our teaching focuses on developing a positive sense of self-respect and respect for others, social skills including making friends, turn-taking, saying please and thank you, dressing, undressing and washing as well as having an enthusiasm for learning.

Understanding of the World



thinking, logical reasoning and creativity.

Our learners make sense of the world around them by exploring the natural environment and using tools and different materials to make things. Our curriculum is aimed at reinforcing various aspects of literacy and numeracy concepts in a fun and stimulating manner while encouraging innovative



At Bradford Schools, we believe that every child has the unique potential to unlock a myriad of opportunities.

Cambridge Centre for Evaluation & Monitoring (CEM) Assessments

Assessment is a crucial part of early years education. It provides valuable insights into learners' progress and can be used to plan and support the next stages of learning and development.

The Cambridge Early Years Program includes tools and resources that can help early years settings assess and evaluate a child's learning and development against the curriculum learning statements. The use of observations and gathering evidence during learning forms an important part of assessing learners.

The CEM internationally recognised assessments provide objective and independent information that helps to identify learning needs and development. Our Early Years learners are assessed through:

- ASPECTS (for 3–4-year-olds) - ASPECTS is a short, story-style interactive assessment designed to help identify learners' unique development profiles, strengths, and needs.
- BASE (for 4–5-year-olds) – BASE is a fun, interactive(20-minute) assessment that demonstrates progress across the year and helps generate an empowering insight into each child's learning pace and stage.

Baseline assessments covering all curriculum areas are done at the beginning of each year to allow us to get to know each child's current learning and development. The outcomes of the baseline assessments are recorded and tracked during the year. Repeated assessments later in the year, provide good evidence of progress.

Extended Programs

Leadership & Entrepreneurship

At Bradford Schools, we believe that most of the soft entrepreneurial skills are not taught through traditional skills. Entrepreneurship starts with building learners' self-esteem, independence and problem-solving skills thus building a good foundation that enables the learners to grasp some business concepts. Our learners are smart enough to be trained in the confidence-rich, risk-taking spirit required to start businesses. This learning area allows the learners to grasp business topics at an early age through a structured program and activities.

Matific

Learners in the Grade R Program have usernames and passwords to access the Matific Program. This program teaches core math and problem-solving skills in a fun and interactive manner. This program motivates our learners to develop a keen interest in learning math skills and are highly motivated through the reward system. Learn more on www.matific.com

Digital Literacy

At Bradford we believe that technology is an integral part of today's childhood as it makes learning more relevant and provides an additional learning layer, beyond the traditional classroom programs. From the age of 3, our learners start learning about the parts and functions of a computer. They help improve or develop hand-eye coordination as they use the mouse and keyboard to draw, paint, and for educational games. Each lesson includes an explanation and demonstration of the skills and then a fun and interactive practice activity. The structure of lessons varies according to age group.

Smart Chefs

The Smart Chefs Program extends learning of key concepts (measuring, healthy eating habits etc.) through hands-on activities.



General Information

Setting a good tone and mood for the day!

The school's learning program commences at 8 a.m. every day. The morning ring sets the tone and mood for the day and is one of the ways of emphasising a stable routine for the learners. During the morning ring, learners sing greeting songs and sit in a circle, and discuss various aspects related to the theme of the week. The teacher asks theme-related questions and learners are given the opportunity to answer. Learners also have an opportunity to share their own stories and “show and tell” about any subject of their choice i.e. picture, favourite book, favourite toy or a self-drawn portrait.

Social grooming - an important part of our tradition

Successful learning requires the parents and the school to take a positive interest in the child's learning by supporting and celebrating their successes. Our social grooming program focuses on instilling in the learners, a sense of satisfaction, pride and developing a positive self-image about feeling proud about their progress. Parents are encouraged to reward their learners with positive attention and verbal praise, rather than with a purchased reward.

Learning through play

Learners are provided with opportunities to play independently and explore various playing tools and toys. The wide variety of school activities gives our children the opportunity to learn and grow both inside and outside of the classroom.

Meals

During mealtimes, learners sit and enjoy their food with friends. We help them to develop the important social skills of talking turns, having conversations and developing table manners in this context. We are extremely proud of the quality of the food our catering staff provides to learners. All learners are gently encouraged to enjoy their food and we are careful to avoid any unhappiness in this respect.

Communication

Even if learners have had significant experience of preschool education, the transition from home to school is a demanding one, for both parent and child. To make this change as smooth and as comfortable as possible we very much encourage communication between home and school. The d6 platform is the main communication tool between parents and teachers. We also ask parents to arrange a meeting with the class teacher regularly to discuss learners' progress and development. If you feel there is a need to discuss any aspect of your child's development or happiness you can be sure that we will make time for you. Conversely, you must feel able to let us know if there is a situation at home that is likely to cause anxiety for your child e.g. illness in the family, death of a pet, sleepless nights etc.

Library Books

Reading is a vital part of a child's development. Reading starts with an appreciation of books and teaching the learners to respect books. Our Class libraries are well-resourced with age-appropriate readers. Every Monday class teachers circulate library books and we encourage parents to spend at least 10 - 15 minutes of their quality time with their children reading bedtime stories. It has been proven that reading to a child helps develop a child's emotional and cognitive skills. By asking questions about stories, learners develop critical thinking and listening skills. Book bags are provided to protect all library books.

Uniforms

All learners wear school uniforms. Your child feels more confident in a school uniform. The uniform can help learners to talk about the excitement that lies ahead and to feel a sense of belonging to their new community. It prepares them for the formal and professional world ahead.

Assessments and Parent-Teacher Meetings

We differentiate learning according to your child's development and individual needs and track the children's progress throughout the year.

Assessment reports are issued twice a year, at the end of Term 2 and at the end of the year. Upon issue of reports, parents will have one-on-one meetings with teachers to discuss progress as well as any concerns with their child/ren. Consultations with parents are held as follows:

- ✓ At the beginning of Term One to discuss your child's settling in.
- ✓ At the beginning of Term Three to discuss your child's mid-year report.
- ✓ During any of the school terms - should it be required either by the teacher or parents

Operational Days and Times

The CEY Centre is open from Mondays to Fridays excluding all public holidays. The operating times are from 6.30 am to 5.30 pm. The daily learning program commences at 8 a.m. and ends at 12.30 p.m. Children who remain for the full day are engaged in structured play and fun activities. This is particularly beneficial to families for whom alternative arrangements would otherwise need to be made for the care of children who could not be at home at such times. If you are unable to collect your child due to unforeseen circumstances, you can be assured that your child will be in excellent care.

Extramural Activities

The school provides the following extramural activities:

- ✓ Swimming
- ✓ Ballet
- ✓ Teddy Tennis
- ✓ Little Kickers
- ✓ Karate
- ✓ Young Engineers

Enrolment forms for extra mural activities are available upon request.

*Love, encouragement, and time to talk
and listen to your child are the most
valuable prerequisites to a happy time at
Bradford Schools.*





Cambridge Primary

Cambridge Primary provides a strong foundation for learners from Stage 1 to Stage 6. The curriculum consists of 10 subjects helping schools to deliver core subjects as well as develop creativity, expression and well-being.

Subjects

The Cambridge Primary engages students in the following subjects:

- ✓ Mathematics
- ✓ English
- ✓ Science
- ✓ Global Perspectives
- ✓ Digital Literacy
- ✓ Robotics and Coding
- ✓ Afrikaans (First Additional Language)
- ✓ IsiZulu (Second Additional Language)
- ✓ Physical Education

Mathematics:

- ✓ At Bradford Schools we encourage life-long enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focussing on principles, patterns, systems, functions and relationships. Learners become mathematically competent and fluent in computation, which they can apply to everyday situations.
- ✓ A unique feature of our primary and lower secondary mathematics curriculum is 'Thinking and Working Mathematically', which comprises eight characteristics: specialising, generalising, conjecturing, convincing, characterising, classifying, critiquing and improving.
- ✓ Learners will systematically develop their mathematical skills in Numbers, Geometry and Measure, and Statistics and Probability. They recognise the interconnections of mathematical concepts.
- ✓ Bradford Schools educators engage students in real-life scenarios that encourage learners to use various principles of counting and develop number fluency, demonstrating flexibility, efficiency and accuracy in the computational strategies that they choose.
- ✓ Lessons are designed to engage and stimulate learners to develop spatial awareness and explore various contexts in which they must apply number skills. Learners conduct investigations that are enquiry-based to analyse, interpret and reflect on information.
- ✓ In Mathematics, our learners:
 - engage in creative mathematical thinking to generate solutions.
 - improve numerical fluency and knowledge of key mathematical concepts to make sense of numbers, patterns, shapes, measurements and data.
 - develop a variety of mathematical skills, strategies and a way of thinking that will enable them to describe the world around them and play an active role in modern society.
 - communicate solutions and ideas logically in spoken and written language using appropriate mathematical symbols, diagrams and representations.
 - understand that technology provides a powerful way of communicating mathematics, one which is particularly important in an increasingly technological and digital world.
- ✓ Our Mathematics Program incorporates the Singapore Maths teaching model and Matific.

- Singapore Maths

As part of the school's vision to provide constant and consistent innovation in education, the school adopted the Singapore Maths teaching model. Singapore Maths model has a strong focus on problem-solving skills. It helps facilitate understanding of concepts, develops a strong conceptual foundation in Mathematics and helps build a strong Maths foundation through spiral progression. It also involves the acquisition and application of Maths concepts and skills in a wide range of situations, including non-routine, open-ended and real-world problems. The Singapore model has risen to the top of the OECD's global education rankings and is adopted by most successful schools. Our ultimate goal is to teach learners a lifelong love of Mathematics.

- Matific

Matific is a web-based learning program that integrates home and school learning in the areas of Mathematics. The benefits of Matific include inter *alia*:

- Consolidating learning and practicing skills,
- Motivating learners,
- Proven results in improving the understanding of maths concepts through providing a fast-paced and exciting way to improve mathematical fluency;
- Providing step-by-step animated support for all mathematical concepts – these can be used to introduce a topic or by pupils to reinforce learning;
- Helps with listening skills and ability to work independently; and
- Gives parents an insight or involvement in their child's day-to-day learning experience.

All learners have the opportunity to complete Maths activities at their desired time. Class Teachers set specific challenges and activities for individuals and groups. All learners are allocated a unique username and password which allows them to access/sign in to the Matific Program using any compatible computer or mobile device both at school as well as outside the school environment. (Learn more at: www.matific.com)



English:

- ✓ At Bradford Schools we empower our learners in their application of English, and encourage life-long enthusiasm for reading, writing and spoken communication. Students are encouraged to work independently and collaboratively which supports their overall intellectual, creative and social development. We aim to equip learners with transferrable language skills for interrogating, interpreting, critiquing, and producing spoken and written texts.
- ✓ In English, our learners:
 - become confident communicators, able to apply their reading, writing, speaking and listening skills effectively in everyday situations and in studying a range of subjects.
 - see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures.
 - see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes.
 - develop speaking and listening skills for effective presentation and collaboration, sharing and responding to ideas to achieve a shared understanding or goal.
 - develop a broad vocabulary and an understanding of how to apply grammar and linguistic conventions appropriately.
 - develop skills to evaluate spoken and written texts, making decisions about how convincingly they represent different values and opinions.
- ✓ Teaching Handwriting, Reading and Spelling Skills THRASS®

THRASS® is an important part of our English Program. THRASS® is a unique phonics program that has been specifically designed to teach learners about the 44 speech sounds (phonemes) in spoken English and their related 120 key spellings (spelling choices or graphemes) in written

English. It has been developed to allow learners to start reading as soon as they wish to. It gives every letter of the alphabet its correct name, but that one name can create many, many sounds. What makes THRASS special is the fact that it moves away from the “One Letter Makes One Sound” method of teaching phonics and teaches learners that letter names can make different sounds depending on the ‘job’ they have to do in different words. For example, the letter “a” makes a different sound in each of the following words: ant; baby; banana; zebra; swan and ball (www.thrassafrika.com). We have witnessed, firsthand, how this allows young learners to experience the magic of reading.



Science:

Bradford Schools supports learners in developing life-long curiosity about the natural world and enables them to seek scientific explanations for the phenomena around them.

Learners will develop a holistic approach to science by considering scientific thinking and practical skills alongside knowledge and understanding which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they require to access and excel at science in later phases of education and to make informed choices, including considering sustainability issues and meeting the challenges facing our environment. This encourages our students to apply analytical skills and to feel confident to explore ideas and find solutions to real-life problems.

Digital Literacy

Our Digital Literacy Program is designed to prepare learners to use numerous forms of technology that are present throughout today's society. The program has age-appropriate milestones for learner groups and software programs and learning tools are designed to be engaging and fun to significantly enhance the learning experience and desire to learn.

Our Computer Lab is fully equipped with child-friendly computers outfitted with resources that our learners can physically use and understand.

The ultimate aim is to allow each learner to access resources, structured activities and games required to acquire basic computer skills – these include basic hardware and software, typing and mouse skills as well as how to use the Internet for research and homework.

Robotics and Coding

The Robotics and Coding Curriculum has been designed to equip our learners with fourth-industrial revolution skills for the fast-changing world. The curriculum aims to teach learners how to solve problems, think critically and work creatively. Robotics and Coding lessons incorporate learning about what makes up a robot, how to design and build robots, how robots are used to solve problems in the real world, how to create and control the navigation and observing how robots react to sensors.

At the beginning of each year, learners receive their robotics kits and are fascinated by the hands-on approach as they learn to build their robots from scratch. The construction activities become more challenging as they progress from one stage to another.



Global Perspectives

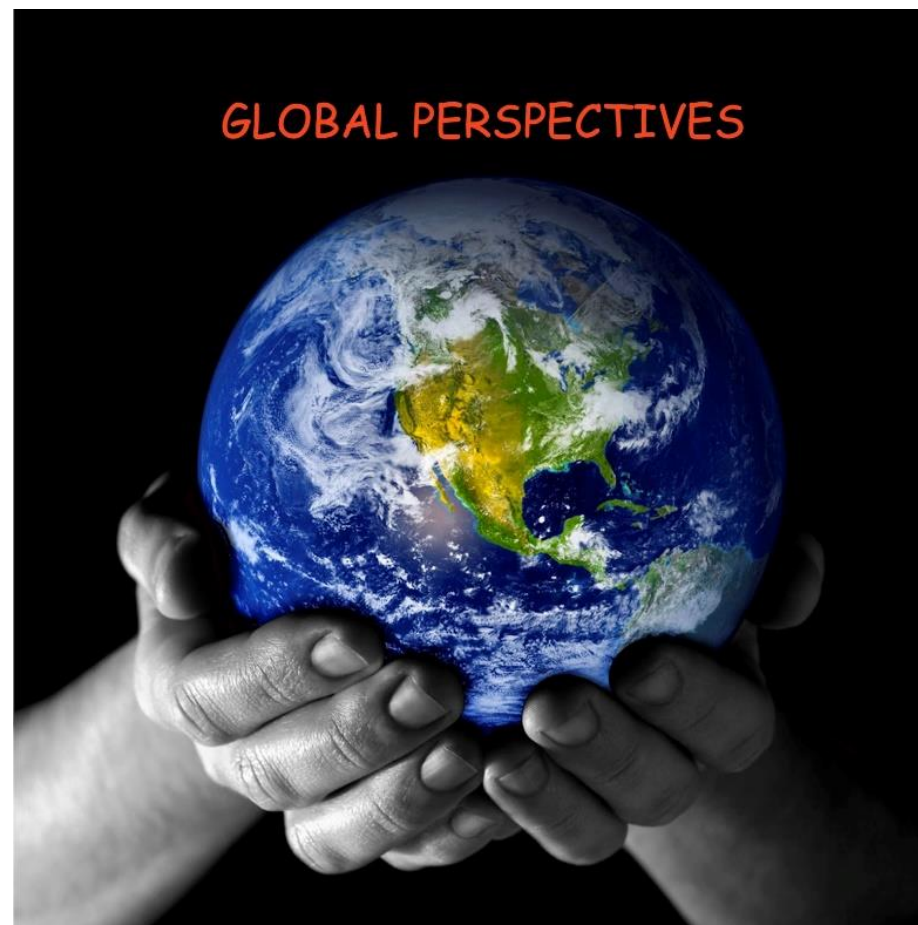
Global Perspectives seeks to get learners to think more globally and understand issues from different perspectives. It helps learners be more aware of the world around them and understand how personal, local, national and global issues are interconnected. The purpose of the program is as follows:

- To teach learners to interrogate, analyse and evaluate what they see or hear;
- To develop active and engaged learners;
- To develop learners who can narrate their learning;
- To allow learners to recognise, examine and express their own and others' perspectives. This will improve their understanding of the world and allow them to participate fully in its future; and
- To encourage learners to appreciate why different opinions and perspectives are important across the world.

Global Perspectives is made up of six Challenges a year. The Challenges are integrated into existing teaching or lessons. Each Challenge is six hours long, subdivided into a range of activities, and covers a range of skills. The skills are taught through a wide range of topics using personal, local and global perspectives.

Students produce team projects that are used to assess how skills have developed throughout the program.

*Raising a new generation
of creative and innovative thinkers*



Cambridge Lower Secondary



Cambridge GO

https://onlinemaths.cambridge.org/lessonSection/lesson.action#/section/

411-689

Course Content

- Last lesson
- My course
- Messages
- Reports
- Task manager
- Tests
- Lightning Round competitions
- Dictionary
- Games

Section Exercise Sources Walkthroughs & quizzes

See Unit 2 for a reminder on using algebra.


+ Worked example 5.1

The sum of the angles of a triangle is 180° .

A **quadrilateral** has four straight sides and four angles.



You can draw a straight line to divide the quadrilateral into two triangles.



Shortcuts

- Top
- Worked example 5.1
- Worked example 5.2
- Worked example 5.3

Examples

Worksheets

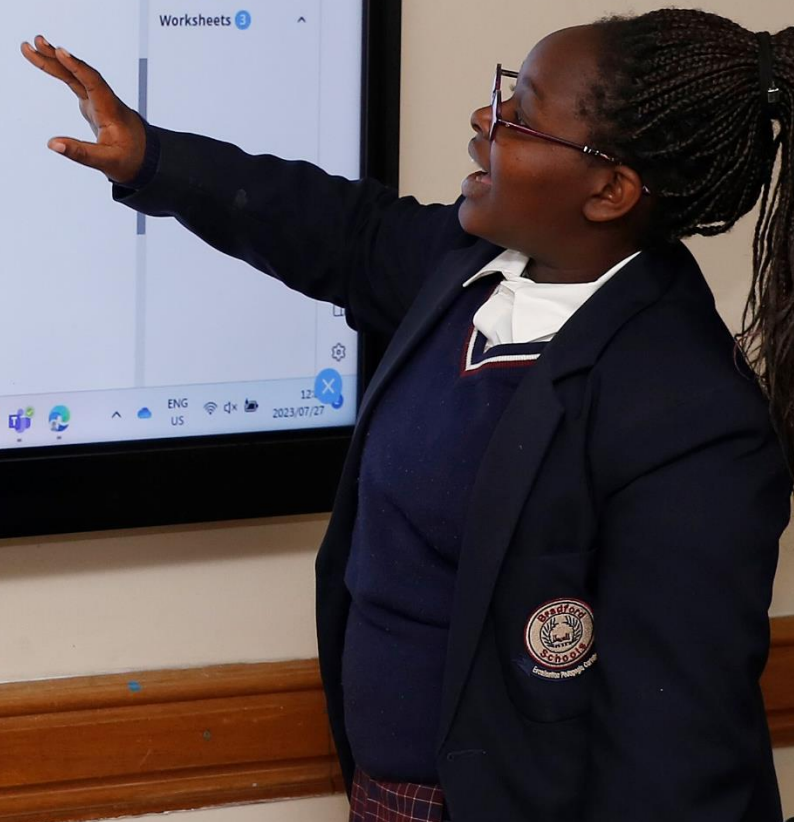
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Cambridge Lower Secondary

Cambridge Lower Secondary helps students from Grade 7 to Grade 9 prepare for the next step of their education. The curriculum consists of 10 subjects helping schools to deliver core subjects as well as develop creativity, expression and well-being.

The Cambridge Lower Secondary engages students in the following subjects:

- ✓ Mathematics
- ✓ English
- ✓ Science
- ✓ Global Perspectives
- ✓ Digital Literacy
- ✓ Robotics and Coding
- ✓ Afrikaans (First Additional Language)
- ✓ IsiZulu (Second Additional Language)
- ✓ Physical Education

Learners develop a holistic understanding of the subject, focussing on principles, patterns, systems, functions and relationships. They will become mathematically competent and fluent in computation, which they can apply to everyday situations.

Cambridge Upper Secondary

Cambridge Upper Secondary pathway is aimed at students from 11. to 16-year-old learners, with the International General Certificate of Secondary Education, (IGCSE) split across 2 years. IGCSE 1 (Year 10) and IGCSE 2 (Year 11).

The Cambridge IGCSE curriculum offers learners a variety of engaging subjects that encourage creative thinking, problem-solving and skilful tools to help them conquer the next phase of their journeys. Through this curriculum, learners develop knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to new as well as familiar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

Cambridge Advanced

- Cambridge Advanced prepares students for university and higher education.
- This Advanced pathway builds on the learnings of the Cambridge Upper Secondary pathway.
- The curriculum allows students to venture into specialist subjects.
- Some subjects can be started as a Cambridge International AS-Level and extended to a Cambridge International A-Level.
- Cambridge Advanced develops learners' knowledge, understanding and skills in:
 - In-depth subject content
 - Independent thinking
 - Applying knowledge and understanding to new as well as familiar situations
 - Handling and evaluating different types of information source
 - Thinking logically and presenting ordered and coherent arguments
 - Making judgements, recommendations and decisions
 - Presenting reasoned explanations, understanding implications and communicating them logically and clearly
 - Working and communicating in English
- The main route through this stage is Cambridge International AS & A Level. Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level. They have a linear structure with exams at the end of the course and lead to qualifications that are recognised by leading universities and employers worldwide.



We are a full-service school offering more than just academics

Sports

Sports plays an important part in every child's learning and development. For this reason, learners are expected to take part in at least one of the sporting activities. Participation in team sports teaches learners the importance of teamwork and initiates them into a very beneficial life-long habit exercise.

The following sporting activities are offered at the school:

- Soccer
- Netball
- Athletics
- Hockey



Extramural Activities

The following extramural activities are incorporated into the curriculum:

- Chess
- Quiz and Spelling Bee
- Cultural Activities
- Dance

The following extramural activities are provided at an additional cost:

- Swimming
- Tennis
- Ballet
- Karate



Free Aftercare Services

The school has an excellent opportunity for supervised homework aimed at enhancing the academic performance of learners while easing pressure on parents with busy schedules. At the Aftercare Centre, learners follow a structured daily routine to instill discipline and good study habits. Although the Aftercare Centre provides supervised homework, this does not shift/replace the responsibility of parents. Parents must assume ultimate responsibility for the checking of homework, regardless of whether it has been completed at Aftercare or not.

Aftercare ends at 17:00.

Meals

Our school dining area is open for breakfast every day before school from 7:20 a.m. to 7:45 a.m. and at break and lunch times. We prepare a wide selection of high-

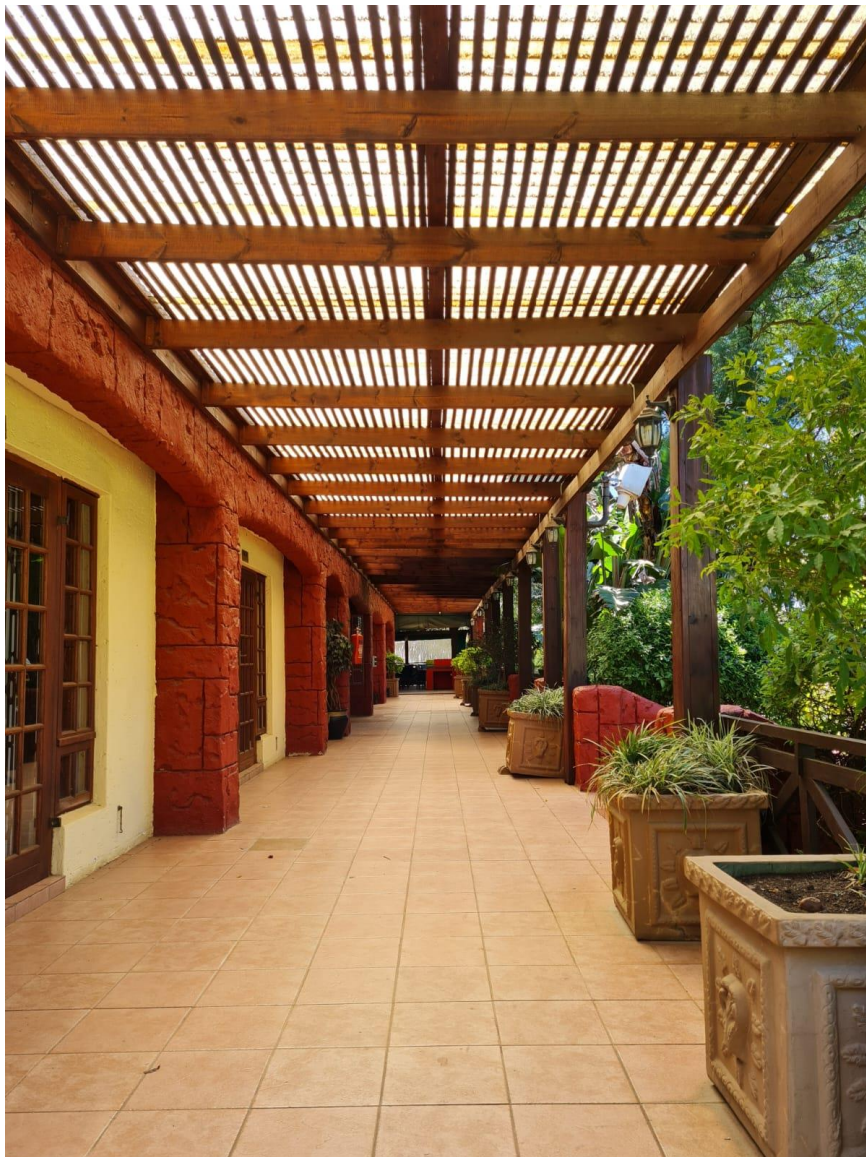
quality and healthy meals, snacks and drinks. Our menus are planned to help the learners eat a balanced diet throughout the week.

During meal times, learners sit and enjoy their food with friends. We help them to develop important social skills and table manners. We are extremely proud of the quality of the food our catering staff provides to learners. All learners are gently encouraged to enjoy their food and we are careful to avoid any unhappiness in this respect.

The Meal Plan fees are not included in school fees.



GENERAL INFORMATION



Operational Days and Times

The school opens from Mondays to Fridays excluding all public holidays. The school times are as follows:

- Grade 1 - 8 07:30 – 15:00

Learners have an hour lunch break between 13:00 and 14:00. Sports/extra mural activities take place between 14:00 and 15:00.

Learners need to arrive at school at least 15 minutes before school begins to allow them to adjust to the classroom environment and feel included. Adjusting to the classroom environment tends to have positive consequences for the rest of the day. Furthermore, late arrivals tend to disrupt the teaching pattern and disturb all who have arrived on time.

Drop-off time is between 06:30 and 07:30.

Assembly

Every Monday from 07:45 to 08:00 pupils gather for the weekly assembly. During assemblies, learners are addressed by teachers on duty and the principal. Class presentations, merit awards and weekly announcements are also made during this time.

Reports and Consultation with Parents

Assessment reports are issued at the end of each term. Upon issue of reports, parents will have one one-on-one meetings with teachers to discuss progress as well as any concerns regarding their child/ren. Consultations with parents are held at the end of Term One to discuss your child's settling in, and at the beginning of Term Two and Three to discuss your child's academic performance and progress. Adhoc meetings are also held during any of the school terms, should these be requested either by the teacher or parents.

Issuing of Awards

Academic and Sports awards are issued at the end of each year.

Camps and Excursions

Camps and excursions are arranged during the year to build and boost team spirit and orientation. Parents or guardians are required to sign consent forms permitting their learners to participate in any such activities. No child will be permitted to participate in the excursions without the written consent of a parent or guardian.

Newsletters

Newsletters are just one method of communication between the school and the home. As communication between home and school is essential, parents are encouraged to make an effort to read the letter and respond promptly should a response be required. Adhoc notices are distributed during the term, via WhatsApp Broadcast groups.

Parking

The car park area is strictly out of bounds to children unless they are under adult supervision. **NO CHILD MAY BE DROPPED OFF IN THE CAR PARK AND LEFT TO WANDER UNACCOMPANIED BY AN ADULT.**

Contact Information

The School may make use of text messages as reminders to parents regarding different functions and events from time to time. It is the parent's responsibility to inform the school of any changes to contact information.

The School's contact numbers are 010 442 7000 or 084 073 5086 (Glen Austin Campus) or 081 068 6470 (Vorna Valley Campus)

Calendar

Bradford Schools is a 3-term school. The 2024 Year Calendar is set out below:

2024 Academic Year		
Term 1 (56 days)		
Start	Wednesday, 17 January	
Close	Thursday, 11 April	
Half Term	Close	Thursday, 22 February (12h00)
Public Holidays	Return	Tuesday, 27 February
	Thursday, 21 March (Human Rights Day)	
	Friday, 22 March (School Holiday)	
	Easter Weekend (29 March – 1 April)	

Term 2 (62 days)		
Start	Tuesday, 7 May	
Close	Thursday, 8 August	
Half Term	Close	Friday, 28 June (normal time)
Public Holidays	Return	Monday, 8 July
	Monday, 17 June (School Holiday)	

Term 3 (63 days)		
Start	Wednesday, 4 September	
Close	Thursday, 5 December	
Half Term	Close	Thursday, 24 October (12h00)
Public Holidays	Return	Tuesday, 29 October
	Monday, 23 September (School Holiday)	
	Tuesday, 24 September (Heritage Day)	

Vorna Valley Cambridge Early Years Centre



Glen Austin Campus



Admission Process

The Easy 3-Step Admission Process

Admission at Bradford Schools takes place throughout the year.

Step 1

The first step in our admission process is to take part in a tour of our school. This tour will give you a real feel for the normal daily life of the school. At the end of the tour, you should have a real sense of whether the distinctive education Bradford provides is right for you and your child.

Step 2

Complete the **Enrolment Contract** and submit it together with the **Supporting Documents** and proof of payment for **Registration Fees**.

Supporting Documents:

- Applicant's Birth Certificate
- Applicant's Latest Assessment Report
- Applicant's Vaccination Card
- Copies of ID for both parents
- Study Visa/Permanent Residence Permit (where applicable)

Step 3

Confirmation of admission will be communicated to parents and the learner will receive an enrolment pack with all important information relating to the school.

To obtain further information contact us – at admin@bradfordschools.co.za

Admission to Cambridge Early Years

Entry to the Bradford Cambridge Early Years Centre is by registration and there are no formal assessments of learners.

No special preparation or any particular skills are needed for pre-primary learners. We do not assume that all learners admitted at the Centre have received any formal teaching. We differentiate learning according to your child's development and individual needs and track the children's progress throughout the year. Love, encouragement and time to talk and listen to your child are the most valuable prerequisites to a happy time in pre-school.

Admission to Cambridge Primary and Lower Secondary

Admission to Grade 1 is selective only in so far as we seek to ensure that your child will cope with the demands of our challenging academic curriculum.

The school is committed to a policy of equal opportunities for children, parents, and staff. The school will not discriminate against anyone on grounds of their racial or ethnic origin, culture, health conditions, circumstances relating to home life, gender, sexual orientation, religious beliefs or, where practicable, disabilities.

Book a Tour

We invite you to visit our school and get to know us in a relaxed setting. This will give you the opportunity to see the school in action, experience its atmosphere, discuss its educational approach, and ask any questions before deciding whether to proceed with registration. You are most welcome to bring your child/ren.

Uniforms

Cambridge Early Years

Girls	Boys
Summer Golf T-Shirt Girls Skort Sun Hat	Summer Golf T-Shirt Boys Short Sun Hat
Winter Track Suit Beanie Jersey	Winter Track Suit Beanie Jersey
Pre-Primary School Uniform is worn with comfortable plain white sneakers and navy socks.	

Cambridge Primary and Lower Secondary

Girls	Boys
Summer Checked Skirt Cream short-sleeved shirt Golfer Navy ankle socks	Summer Navy shorts Cream short-sleeved shirt Golfer Navy ankle socks
Winter Checked dress worn with a cream long-sleeved shirt with tie Navy jersey Navy scarf Navy gloves Navy leggings Navy blazer	Winter Navy pants Cream long-sleeved shirt with tie Navy jersey Navy scarf Navy gloves Navy knee-high socks Navy blazer
Blazers: Blazers must be worn by all pupils. Footwear: Plain black school shoes (no tackies or boots above ankle level may be worn) Belts: A black belt of personal choice may be worn.	

Menu

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST		Oats	White Porridge	Super Mabela	White Porridge	Oats
MORNING SNACK		Sandwich (Fried Egg)	Sandwich (Cheese)	Muffins	Sandwich (Egg Mayo)	Sandwich (Tuna)
LUNCH	Week 1	Rice and Chicken Stew	Spaghetti, mince + salad	Mashed Potato with chicken	Rice and Beans	Hot dogs & Chips
	Week 2	Baked Potatoes and Chicken	Spaghetti, mince + salad	Mashed Potato with chicken	Fried Rice	Hot dogs & Chips
AFTERNOON SNACK		Fruits	Fruits	Fruits	Fruits	Fruits

Notes:

1. Water is available at all times
2. Salad on the menu indicates a variation of fresh cucumber slices, tomato, cabbage, carrots and grated beetroot.
3. Fruits comprise a variety – watermelon, apples, bananas, pears, oranges (seasonal).
4. Assorted sandwiches indicate a variation of brown bread sandwiches with tuna, chicken polony and jam.
5. Vegetables include green beans, carrots, potatoes, cabbage, butternut, etc.
6. The menu (snacks) is subject to changes due to weather.

Code of Conduct

Introduction

The advancement of technology and the continuous evolution of teaching practices have overshadowed the role of values in our communities. At Bradford Schools, we believe that teaching our children basic values is a cornerstone of any child's education.

The school has seven core values: Responsibility, Respect, Excellence, Discipline, Determination, Excellence and Integrity. The school embraces the teaching of values and strongly believes that although the world is changing rapidly, the role of values has not changed much – only the application of those values. While the school remains the ideal place for teaching values, the general expectation is that imparting values should be extended and promoted in the home environment.

As with any institution, the school must have a set of rules and regulations so that all students can cooperate and interact beneficially. We believe that a formal set of rules and regulations is at most times unnecessary for the majority of our learners who generally conduct themselves sensibly and in a mutually advantageous manner. However, the school believes that there are instances where rules and regulations are necessary to guide some learners.

Section 8(4) of the SA Schools Act provides that all learners attending a School are bound by the Code of Conduct of that School. Accordingly, the Code of Conduct applies to all learners enrolled at Bradford Schools. The school rules apply during school times, school-sponsored and school-related activities such as sports, tours etc. Furthermore, the school's rules apply also in public if the learner concerned can be identified as a member of Bradford Schools.

This Code of Conduct spells out the rules and regulations regarding the behaviour of learners at Bradford Schools. The rules and regulations exist to encourage the highest possible standards of behaviour and to enable the Bradford Schools community to run as smoothly as possible. This Code of Conduct must be read in conjunction with the Discipline Policy.

Responsibility of Bradford Schools

The school recognises the need and right of learners and all staff to live, work and play in an orderly, safe and stimulating educational environment. In pursuit of its aim, the school recognises the need to create a fair and just framework of procedural and behavioural guidelines that are accepted by learners, staff and parents.

The staff of Bradford Schools have a responsibility to treat each learner as an individual and the school reserves the right to treat each case of misconduct or infringement of rules on its own merits.

Educators at the school subscribe to the SACE Code of Professional Ethics and the School's own Code of Conduct for Staff.

Rights of Learners

Learners have a right to be provided with school education, to be treated with respect by staff and fellow pupils, and to be given the opportunity to develop their personality, talents and mental and physical abilities to their full potential.

Responsibility of Learners

All learners have the duty/responsibility to learn and to develop their full potential, to participate in the learning process and to apply themselves with diligence, sincere effort and commitment. For every learner to have the opportunity to reach his/her full potential, each learner is expected to:

1. Demonstrate a positive attitude towards learning and be reasonably diligent in their learning efforts;
2. Be punctual and observe the timekeeping practices of the school;
3. Attend assembly, lessons, co-curricular activities, and prize-giving.
4. Complete homework on time and work to his/her full capacity.
5. Behave in a manner that does not disrupt classroom learning or the operation of the school.
6. Treat all those with whom he/she may have contact with respect.
7. Be obedient to those in any position of authority.
8. Refrain from aggressive or threatening behaviour toward fellow learners and all staff.
9. Meet fully all curricular and extra-curricular commitments and expectations. Once a learner has joined a co-curricular school activity, he/she shall fulfill his/her obligations and carry out his/her responsibilities in that regard, unless he/she is granted an exemption by the teacher in charge –t his includes (all practices and fixtures).
10. Behave in a way that reflects the ethos of the school, shows self-respect, and respect for personal property and the property of others and shows the spirit of kindness, compassion and diversity.
11. Accept disciplinary action taken against them as being both necessary and corrective.

Parents' Rights

Parents have the right to:

1. Have access to information on the education being provided to their children.
2. Be treated as partners in the educational process.
3. Be consulted on any decisions regarding their children's future learning.

Parents' Responsibilities

Parents have the responsibility to:

1. Ensure that their children attend school.
2. Take an active interest in their children's education, and support their children by discussing their progress with them.
3. Try to avoid taking family holidays during term time.
4. Encourage their children to get to school on time, and to take appropriate parental responsibility for the safety of their children in the journey to and from school.
5. Support their children and school staff in complying with the school code of conduct.
6. Support school staff in their efforts to deal fairly with all children.

School Rules

The basic rule (Rule Number One) is that no one may disrupt school operations. No learner has the right at any time to behave in a manner that will disrupt the learning activity of other learners, or will cause another learner physical or emotional harm.

- A learner may not harm or endanger the physical well-being of any person and may not be in possession of weapons, toys or materials which can threaten or cause physical injury.
- School property, or anything that belongs to anyone else, may not be taken, damaged, defaced, soiled, and may not be used or borrowed without appropriate permission. Theft is an offense which may result in suspension and/or expulsion.
- Learners must keep the buildings and grounds free from litter. Litter must be placed in the bins provided.
- No learner shall behave in any manner that brings the name of the School into disrepute.
- Learners must show courtesy and make way for adults or teachers in the corridors. All visitors to the school must be greeted and made welcome.
- Learners must display common courtesies when eating in the dining area. No shouting, loud talking or singing will be allowed in the dining area. All learners must show good table manners while eating.
- Learners must not run, shout or scream in the corridors.

Criminal Offences

Any behaviour that constitutes criminal action will automatically be deemed to be also a breaking of the school's Code of Conduct. The School reserves the right to take action against a perpetrator of such action and, in its sole discretion, to impose a sanction up to and including its most severe form of censure.

Uniform and Appearance

- Learners enrolled at Bradford Schools are expected to behave in a way that shows that they are proud of their uniforms.
- Learners are expected to wear the School uniform and appear neat and tidy at all times.
- No learner may in any way, at any time, deface the school uniform.
- Blouses/Shirts should always be tucked inside the skirt/shorts/pants.
- Navy blue socks must be worn in summer at all times.
- Gloves may be worn in wintertime, but may only be plain navy blue.
- Scarves may be worn in wintertime, but may only be navy blue.

Jewellery

- No jewellery may be worn around the neck
- Learners who have pierced ears may wear a single pair of earrings, provided they are small (not bigger than 3mm) gold or silver studs and worn at the base of the ear lobe.

Hair

- All hair must be neat and presentable.
- All short hair must be brushed. Long hair must be tied back using only dark brown/black or navy hair ornaments which are small and neat.
- There should be no beads or decorations in the hair.

Classroom Behaviour

- Chewing gum is not permitted in classrooms or anywhere on the school campus.
- No food or drink may be eaten in the classrooms.

Cellphones and Other Electronic Devices

- It is every learner's responsibility to ensure that his/her cell phone or any other piece of valuable equipment is properly looked after. The school cannot take responsibility for the loss or theft of such items.
- The use of cellphones during school times is strictly prohibited.
- Learners may not walk around, at any time, with earphones in their ears.

Contact Details

Rosie's Place Campus

206 Rosies Place Street

Glen Austin AH

Midrand

Tel: +27 (10) 442 7000

Cell: 084 073 5086

Email: admin@bradfordschools.co.za

Vorna Valley Campus

23 Albertyn Street

Vorna Valley

Midrand

Cell: 081 068 6470

Email: admin@bradfordschools.co.za

Operating Hours

Monday - Friday 06:30 – 17:30

Office Hours

Monday - Friday 07:00 – 16:00

www.bradfordschools.co.za

"We need to think of the future and the planet we are going to leave to our children and their children" Kofi Annan

