

Policy Manual

Section 2

Curriculum

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Clavis International Primary School

## 2.0 PHILOSOPHY AND GOALS

### **Clavis' Mission Statement**

Clavis wants children to become critical thinkers and active, compassionate, lifelong learners, who have a voice and who are able to make informed choices as internationally-minded citizens of the world.

Clavis seeks to achieve this by providing a challenging, relevant, significant curriculum, with a range of assessments that cover process as well as content.

Our aim is to offer an inclusive, holistic education that values uniqueness in individuals, whilst understanding that other people can also be right.

As a school authorized to offer the Primary Years Programme of the IB, the Clavis mission statement aligned with that of the IB:

### **International Baccalaureate Mission Statement:**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

#### **2.0.1 Philosophy values and aims:**

Clavis International Primary School believes that education should foster the development of the whole person. We believe students need to develop the ability to think critically, creatively and independently, and to reach their academic and personal potential. We want students to lead constructive and fulfilling lives, to appreciate and respect a diverse range of cultures and to have a sense of service and responsibility towards both their local and the world community.

CIPS values and aims related to the school community, the curriculum, learning teaching and the student are as follows:

<p><b>The School Community:</b></p> <ol style="list-style-type: none"> <li>1. Is supportive, caring and respectful of individuals including students, parents, teachers and care educators, administration and the school Board in order to create the best culture for learning</li> <li>2. Is made up of a diverse student body and a diverse staff which enrich the community and provide a wealth of experience, resources and perspectives</li> <li>3. Recruits and retains teachers and care educators of the highest quality and contributes to and encourages their continued professional development.</li> <li>4. Fosters the development of the following attitudes: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance through the examples of adults, design of activities and regular, constructive feedback (IB Learner Profile???)</li> <li>5. Promotes cooperation and collaboration as essential ways of working and learning among and between teachers and students.</li> <li>6. Celebrates practices and events which reflect students' learning, performance and promote intrinsic rather than extrinsic motivation.</li> <li>7. Members actively model the traits, behaviour and dispositions desired in and required of, students.</li> </ol>	<p><b>The Written Curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Content of the curriculum is selected on the basis of relevance to students and significance within the disciplines and reflects a range of local, national and international perspectives and sources.</li> <li>2. Identifies and develops conceptual understandings of significant and essential knowledge for the 21st century.</li> <li>3. Develops students' essential skills in a transdisciplinary way, such as the ability to conduct research, communicate effectively, function successfully in different social contexts, manage one's health and life, and think critically and creatively.</li> <li>4. Takes advantage of the possibilities for enrichment afforded by the cultural and linguistic setting of Mauritius and by the diverse backgrounds of our students, teachers and care educators and parents.</li> <li>5. Is systematically and regularly reviewed to reflect new ideas and current research findings.</li> </ol>
<p><b>The Learning:</b></p> <ol style="list-style-type: none"> <li>1. Learning occurs in a safe, secure, stimulating environment with active engagement of the learner and regular constructive feedback.</li> <li>2. Learners construct meaning by building upon what they already know and understand.</li> <li>3. Learners construct meaning from experiences about the social and physical world that surrounds them through inquiry.</li> </ol>	<p><b>The Teaching:</b></p> <ol style="list-style-type: none"> <li>1. Acknowledges differing learning styles and fosters positive student-teacher relationships both inside and outside the classroom.</li> <li>2. Differentiates tasks to meet the needs and capacities of students, assists all to attain their full potential.</li> <li>3. Gives careful consideration of the quality and quantity of content, the provision of authentic contexts as well as the opportunities for application learning in new and flexible ways.</li> <li>4. Makes assessment integral to all teaching and learning, and views its primary purpose as the improvement of student learning.</li> </ol>
<p><b>The Student:</b></p> <ol style="list-style-type: none"> <li>1. Is an individual with a culture, life experiences, skills and interests, all of which must be considered in the teaching process.</li> <li>2. Must be provided with the tools and skills to be able to evaluate critically the range of information available.</li> <li>3. Needs to learn essential skills, knowledge and techniques and have extensive and varied opportunities to apply them.</li> <li>4. Needs to develop the ability to recognize and analyse, and to pose problems and formulate creative solutions to them.</li> <li>5. Needs to develop a sense of self-discipline and responsibility and the ability to think and make decisions, both on their own and collaboratively.</li> <li>6. Needs opportunities to develop physical and mental balance through participation in a physical and health education programme.</li> <li>7. Needs to develop an appreciation for the fine and performing arts through regular and contextual experiences.</li> <li>8. Will become an international citizen by developing awareness of environmental and humanitarian issues in the local and global community and by exploring human commonalities diversity and multiple perspectives.</li> </ol>	

## 2.1 CURRICULUM DESIGN - THE PRIMARY YEARS PROGRAMME

The IB's 'Primary Years Programme' (PYP) is an international curriculum framework which CIPS is authorized to offer from Pre-Reception through Year 6. It focuses on all aspects of the development of students. The PYP is based on current research and best practice from a range of national systems and research organizations. It is a comprehensive, inquiry-based approach to teaching and learning.

The curriculum is designed to meet the developmental, intellectual and social needs of students through its design, which balances understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action. Curriculum content is significant, relevant, challenging and engaging. It emphasises the following five 'Essential Elements' across the curriculum:

<b>CONCEPTS: what we want them to understand</b>	Powerful ideas, which have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding
<b>KNOWLEDGE: what we want them to know about</b>	Significant, relevant, subject matter we wish the students to explore and know about
<b>SKILLS: what we want them to be able to do</b>	Those things the students need to be able to do to succeed in a changing, challenging world
<b>ATTITUDES: how we want them to feel</b>	Dispositions, which are expressions of fundamental values, beliefs, and feelings about learning, the environment, and people, approaches to learning.
<b>ACTION: how we want them to act as result of learning</b>	Demonstrations of deeper learning in responsible behaviour through positive action and service; a manifestation in practice of the other essential elements; a commitment to community and service

## 2.2 THE IB LEARNER PROFILE

The aim of all IB programmes: 'is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world'.

The IB Learner Profile presents the 10 attributes valued by IB which help individuals and groups internationally-minded.

<b>IB programmes aim to develop internationally minded people who are striving to become:</b>	
<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view and we are willing to grow from the experience.
<b>Risk-takers</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Making the PYP happen: A curriculum framework for international primary education

## 2.3 THE PYP TRANSDISCIPLINARY THEMES

The PYP curriculum framework is an expression and extension of three interrelated questions:

1. What do we want to learn? (The written curriculum)
2. How best will we learn? (The taught curriculum)
3. How will we know what we have learned? (The learned curriculum)

Knowledge is addressed through 6-week units of inquiry under 6 organizing themes as shown below. (Pre-Reception and Reception classes work with only 4 of these – No's: 1, 3, 4 and 6). Within the Units of Inquiry students spend time engaged in mathematics, languages, ICT (Information Computer Technology), physical education, music and art and lessons with the librarians in the school library.

### 1. An inquiry into

### Who we are

An exploration of the nature of the self; of our beliefs and values; of personal health: physical, mental, social, spiritual; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.

## 2. An inquiry into **Where we are in place and time**

An exploration of our orientation in place and time; of our personal histories and geographies; of history and geography from local and global perspectives; of our homes and journeys – actual and spiritual; of the greater journeys of humankind – the discoveries, exploration and migrations; of human achievements and the contributions of individuals and civilisations; of the descent and ascent of humankind; of the state of the race.

## 3. An inquiry into **How we express ourselves**

An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.

## 4. An inquiry into **How the world works**

An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.

## 5. An inquiry into **How we organise ourselves**

An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact, both personal and global.

## 6. An inquiry into **Sharing the planet**

An exploration of our rights and responsibilities as we strive to share finite resources with other people, with other species; of individuals and communities, human and animal; of the relationships within and among them.



### 2.3.1 What will my child be learning?

The PYP had designed a transdisciplinary curriculum which draws the individual disciplines together into a coherent whole, while preserving the essence of each subject.

Your child will:

- Develop a deep understanding of important concepts
- Conduct research into knowledge which has local and global significance
- Acquire and practise a range of skills
- Be encouraged to develop positive attitudes towards learning, the environment and other people
- Have the opportunity for involvement in responsible action and social service.

### 2.3.2 How can I support my child's learning?

The PYP sees learning as a partnership between student, parent and school. The degree of parental involvement may vary from school to school but the fundamentals of parent support remain the same.

You can help your child by:

- Maintaining regular contact with the school
- Sharing books with your child
- Supporting your child's mother tongue
- Assisting you child with research projects
- Attending curriculum information sessions at school and parent/teacher conferences
- Provide an appropriate setting and structured routine for doing homework

### 2.3.3 Subject Scope & Sequence Documents:

These are used by teachers for planning purposes and set down the overall expectations for each area of the curriculum for defined age groups. Copies per Year group level are available for parents to read on our website in the Curriculum Handbook. N.B Parents need to be aware that these documents are regularly being reviewed and updated, as the IB implements new research into how children learn.

## 2.4 CURRICULUM DEVELOPMENT AND PROGRAMME EVALUATION:

As an IB World School, offering the Primary Years Programme, Clavis has to undergo a regular self- study process, a Programme Evaluation, by the International Baccalaureate. Curriculum is reviewed on a cycle; annually and in depth every 5 years. During an Evaluation Visit a team of 2 IB Visitors, as they are called, pay a 3-day visit to the school. The school, during the year prior to an Evaluation Visit, completes a Self-Study where all members of staff must participate. The members of staff assess the level to which the IB standards and practises are in place. The IB Visitors review the schools findings and the evidence given to validate the staffs' self- study. They observe lessons, talk to children and have meetings with different committees, the Board, the PTA and the PLT (Pedagogical Leadership Team). The Visitors then submit a report containing *commendations* (areas in which the school is doing well) and *recommendations* (areas the school needs to develop prior to the next evaluation visit). The school then submits a Strategic Action Plan detailing how it intends to work on the recommendations and further develop the different areas of the school, organization, curriculum or assessment.

As a requirement of authorization and in pursuit of continuous school improvement, the school engages in a Self-Study and a Programme Evaluation Visit every 5 years. CIPS's third evaluation visit is due in 2016.

## 2.5 WHOLE SCHOOL LANGUAGE POLICY

### 2.5.1 Clavis Language Philosophy

Language is fundamental to learning. At Clavis 'language' includes the mother tongue of the learners as well as the two target languages of English and French. The principle medium of teaching and learning is English. The use and valuing of mother tongue is important for maintaining cultural identity. It is a foundation that helps to acquire other languages and so facilitates the development of thinking.

### 2.5.2 Clavis Language Profile

Clavis has 488 students (February 2016). Approximately 85% are Mauritian and 15% expatriates. The expatriate students come from 18 countries, principally India and China.

### 2.5.3 Language of the playground:

Children are free to choose which language they use in the playground.

### 2.5.4 French programme

The French programme formally starts in Year 2. From Year 2 to Year 6 there is a French teacher dedicated for each year group.

### 2.5.5 The role of the Inclusion Team in language learning

Clavis has an *Inclusion Team* which supports children with language and/or learning challenges. The team includes a full time EAL (English as an Additional Language) teacher, and a part time Speech and Language Therapist (who comes twice a week) and one full time and two part-time Learning/language support teachers. These team members either support children directly in-class, or withdraw them for individual or group work. They also work collaboratively with class teachers, proposing appropriate strategies and techniques that can be used in class.

In general the mother tongues of children are used and valued throughout the school.

### 2.5.6 Parents' role

All parents play a vital role in their children's language development. Parents model the use of languages by listening, speaking and reading with their children.

Expatriate families coming from other than English or French-speaking countries are particularly encouraged to support and develop their child/children's home languages.

The language policy has been aligned with, and is compatible with, the schools inclusion, admission and assessment policies.

**See Appendix A**

## 2.6 LIBRARY POLICY

The Clavis library is a learning hub where learners come together to gain knowledge about themselves and the world around them and beyond. It is committed to the promotion of a culture of life-long learning. The library also supports learning in the classroom through an array of services.

**See Appendix B**

## 2.7 MATHEMATICS POLICY

### Philosophy

The power of mathematics for describing and analyzing the world around us is such that it has become a highly effective tool for solving problems. It is also recognized that students can appreciate the intrinsic fascination of mathematics and explore the world through its unique perceptions. In the same way that students describe themselves as “authors” or “artists”, our school’s programme provides students with the opportunity to see themselves as “mathematicians”, where they enjoy and are enthusiastic when exploring and learning about mathematics

In our IB Primary Years Programme (PYP), mathematics is also viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized.

See Appendix C

## 2.8 MUSIC & VISUAL ARTS PROVISION IN CLAVIS

In alignment with the PYP, the Clavis music and visual arts curricula have two strands: Responding and creating.

The process of responding provides students with opportunities to respond to their own and other musicians’ and artists’ works, instruments and processes in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of music and visual arts, including using specialized language. Students consider their own and other musicians’ and artists’ works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and predict/visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of instruments or materials and processes as starting points for creative exploration. They can make connections between their work and that of other musicians/artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal beliefs and values and to engage in a personal musical/artistic journey.

Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

The responding strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one’s own understanding. By responding to their own musical work and that of others, students become more mindful of their own musical development and the role that arts play in the world around them.

## 2.9 HEALTH, SAFETY AND SOCIAL EDUCATION

Many of the elements in health, safety and social education are dealt with in the Units of Inquiry that the children work on throughout their primary years, e.g. 'Choices and Well-Being' (Year 3); 'Conflicts' (Year 4); 'How Can I Help You' (Year 1); 'Human Rights' (Year 5), apart from the continuous emphasis on the attributes of the IB Learner Profile and the Attitudes.

We also have 2 part time School Nurses, who apart from their duties as nurses are also involved with presentations to various year groups on health issues connected to their Units of Inquiry.

## 2.10 HANDWRITING AND PRESENTATION

At CIPS we have a handwriting and presentation policy which values neat well-formed handwriting and presentation of written work which supports learners in taking pride in, and have a sense of ownership of, their work. As a school we are adopting the fully cursive method of handwriting.

**See Appendix D**

## 2.11 EDUCATIONAL AND SPORTS TRIPS

### 2.11.1 Field trips

As part of their education, children will occasionally be taken to places of interest around the island, usually before, during or following a Unit of Inquiry. The Board of Directors authorizes and encourages field trips for educational purposes, provided such trips are properly planned and have been approved by the PYP Coordinator and Head of school.

A field trip is defined as an educational activity that meets the following criteria:

- it involves a specific class or classes;
- it is intended for all students in the class(es);
- it takes the class away from the classroom;
- it has an identifiable educational objective;
- it includes preparing the students for the activity, and follow-up evaluation
- each trip will be assessed with regard to the level of supervision, dependent on the age of the students and the activities undertaken.

### 2.11.2 Parental permission is required for all field trips

The Unit Leader, PYP Coordinator and Head must approve all arrangements and schedules at least 1 week before the planned trip. If the trip involves unusual distances, duration, or activities, the PYP Coordinator and Head should be informed before any information has been shared with students or parents, at least 1 month prior to the event. Parents must be informed at least 2 weeks prior to the event.

Buses used by parents to bring the children to school, if available, will be used for school trips. If transportation is to be provided by other than the school's normal transportation vehicles, this information must be included on the parental permission slip and only those students whose parents approve their transport in this manner will be permitted to participate.

On all school-sponsored trips involving students, school employees must make provision for supervision.

## 2.12 FIELD TRIPS: Extended School Trips

**Year 5** is offered an opportunity for a 'Camp de Vacances' which is usually held during the Easter holiday in March/April. This is organized by the PE department and details are usually sent out to parents during the first term.

**Year 6** students have a 4-day educational visit to Rodrigues in May or June.

All families are responsible for the costs associated with these trips, but Year 6 students and parents organize fund-raising events to pool the money raised and so reduce the cost per family.

Students are on a 24 hours insurance cover.

## **2.13 CONFLICT RESOLUTION POLICY**

### **Guide to Conflict Resolution**

In any school community there is the potential for conflict. Students may misunderstand each other. Teachers may disagree. Parents may diverge on how the school should be. Emotions can run high on a variety of issues. The potential for conflict exists because people have different needs, perspectives and values. The challenge for schools, as for the wider community, is to find ways of managing conflict constructively so that those involved can learn and grow from the experience.

**See Section 1: The School Appendix A**

## **2.14 HOMEWORK POLICY**

At CIPS we recognize that parents are equal partners in their child's learning and as such aim to include them within the learning process. Therefore we wish for parents to have regular opportunities to participate in the learning process with their child. Nonetheless, in remembering the length of the school day and our fully engaging curriculum, we also wish to respect the rights of the child and their need to play and to make choices about the use of their time outside of school. The CIPS homework policy is developed with these beliefs in mind.

## **Appendix E**

## **2.15 Assessment and Reporting**

### **PYP ASSESSMENT**

CIPS's assessment policy shows that assessment is integral to all teaching and learning. It is central to the PYP goals of thoughtfully and effectively guiding students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, and the decision to take action. Assessment is the means by which we analyse student learning and the effectiveness of our teaching, and acts as a foundation from which to base our future planning and practice. It is central to our goal of guiding the students, from novice to expert, through the learning process.

Assessment is consciously designed to improve student performance.

We do not compare students to each other; we measure each student's progress against criteria over time and use our assessments to help students improve. Students are encouraged to compete with themselves rather than against other students

## **Appendix F**

## 2.16 EXTERNAL EXAMINATIONS AND ASSESSMENTS

Parents may opt to register their children for the Mauritian CPE (Certificate in Primary Education) and indeed will have to register perforce if their child/children are to go on to state secondary education. The school assists in the registration of pupils for the CPE but cannot offer any particular tuition for these examinations. Children in Year 6, who have been entered for the CPE, take the examination papers at the local government school in Moka, usually in the month of October. The school organizes transport for the Year 6 to and from the government school on the days of the examinations.

## 2.17 EXPERIMENTAL PROGRAMMES AND PILOT PROJECTS

The Board of Directors recognizes that certain experimental programmes and pilot projects can contribute to the development of the School and its programmes. The School Management team may propose such a project for the members of the Board to consider, including financial considerations that need to be taken into account. Feasibility studies are often carried out or trial periods are given before final decisions are taken. Such a project has been the pilot project for the use of 'tablets' for the children in Years 4, 5 and 6. This was carried out with the support of Microsoft, Intel and a school management committee. Presentations were made and data collected and staff sent on training workshops before the pilot project was carried out with one Year 5 class in 2013. In 2014, the Board agreed that the pilot project could continue in Year 6. In 2015 and 2016 this was extended to Year 4 students. Our next step is to deliver a presentation to the Board, given by the teachers using the tablets with the children, to assess the use and value of the tablets as educational tools and to answer the question, "How will this help and not damage student learning?" Final decisions as to the use of the tablets and the financial implications will be taken after this presentation. Further decisions still need to be taken as to presentations to parents.

## 2.18 TEACHING ABOUT CONTROVERSIAL ISSUES

Free exchange of ideas concerning controversial issues is at the heart of the democratic process. In the course of their studies, children may be given the opportunity to study controversial issues and be asked to respond critically, through debate and other forms of discussion, in an atmosphere free from bias and prejudice.

## 2.19 CLAVIS ICT POLICY

In the PYP, the ever-increasing impact of information and communication technologies (ICT) on teaching and learning is recognized.

ICT provides opportunities for the enhancement of learning and may significantly support students in their inquiries and in developing their conceptual understanding. It is best considered as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. ICT skills should be developed and learned in order to support the needs of individual learners in their inquiries.

CIPS also has a Policy for Responsible Use of the Internet where all the students and parents must sign and comply with the policy of the school relating to internet use on a form that is sent with your child through the class teacher or on admission.

**See Section 1: The School Appendix B**

## 2.20 ACADEMIC INTEGRITY POLICY

As reflected in the Mission Statement, CIPS strives to develop community of learners who "think critically, creatively and independently" and who have 'a sense of service and responsibility towards both their local and the world community'

These values are aligned with the ten traits of the IB Learner Profile and it is imperative that the community recognize the importance of integrity, not just in academic areas, but in every aspect of daily life.

All members of the CIPS community are expected to adhere to the academic integrity standards set forth in the academic integrity policy.

Academic honesty is also highlighted in the Policy for Responsible Use of the Internet where 'Guidelines' are provided stating that children will not *'cut and paste or represent someone else's ideas as my own.'*

## Appendix G

## Appendix A

### 2.5 Whole School Language Policy

(Clavis International Primary School is referred to in this document as 'Clavis')

#### Clavis Language Philosophy

Language is fundamental to learning. At Clavis 'language' includes the mother tongue of the learners as well as the two target languages of English and French. The principle medium of teaching and learning is English. Language is developed across the whole curriculum. It encompasses the strands of listening-speaking, viewing-presenting, and reading-writing. These strands are interdependent and enable language to develop in a variety of interdependent ways. All teachers are teachers of language, and all teachers' work with parents, extended families and the community to promote language learning. Within their classrooms teachers model and promote the two target languages, English and French, whilst paying attention to the basic understanding and the learning potential, embedded in learners' mother tongues, where that is different from the school's target languages.

The use and valuing of mother tongue is important for maintaining cultural identity. It is a foundation that helps to acquire other languages and so facilitates the development of thinking.

Effective inquiry teaching practices come from a *constructivist* approach to learning, which encourages students to build from prior knowledge, moving from the known to the new. Students will use language, including their mother tongues, to construct personal meaning and understanding of complex concepts.

Clavis encourages the use of computers and other technological instruments to enhance language learning. Assessment practices reflect the constructivist approach.

The school community is a resource to foster language learning. The acceptance of additional languages, including the language of the host country, which may not be one of the target languages, enriches personal and cognitive growth and promotes international-mindedness. Language development is the responsibility of all members of staff, teaching and non-teaching and who are expected to learn from best practice and from exploring new possibilities.

#### Clavis Language Profile

Clavis has 480 students (February 2014). Approximately 87% are Mauritian and 13% expatriates. The expatriate students come from 15 countries, principally India. (See Appendix 1 for details).

Many Clavis Mauritian parents have at some time, lived and worked abroad and then returned to Mauritius. This often means their children may not be fluent in Creole or French, but rather fluent in the language of the country where their parents worked.

Over the past few years the status of the Creole language has changed. Creole is now taught in Mauritian state schools and it has an officially recognised standard written form.

Clavis is a language-rich teaching community and believes that a good grounding in mother tongue helps all learners to acquire other languages. The majority of the teachers and administrators at the school are bi-or tri-lingual and can communicate fluently in English, French and Creole. Some teachers also speak other languages including: Hindi, Urdu, Bojpuri, Hakka, Mandarin and Italian. Children are encouraged to be curious about other languages and cultures especially when encountered in their own classroom. The strategy of 'code switching' (if a child has not understood in English, a teacher can explain in either French or Creole or another mother tongue) is promoted particularly in the early years, when considered appropriate, to support children's learning.



### Language of the playground:

Children are free to choose which language they use in the playground.

### The Organization of Language Teaching and Learning

The main language of learning is English and the children spend most of their day in an English-language environment.

#### *Pre-Reception and Reception*

Children are encouraged to communicate in whatever language they feel most comfortable. Teachers and Care Educators in these classes will 'code-switch' amongst known languages, mainly English, French and Creole, to enable children to understand and work in a multilingual environment. During the first term the teachers work in English some of the time, using 'code switching' for the greater part of the day.

#### *Year 1*

Increasingly over the course of the year, English becomes the main language of learning, although throughout the year for some part of each day French or Creole may be used, e.g. a math lesson. Stories, rhymes and songs in English, French and Creole are part of the daily routine all year long.

#### *Years 2 to 6*

From Years 2 to 6 class teachers teach English, Mathematics, Social Studies and Science in English and the single subject teachers teach PE, Visual Arts, Music and ICT in English also. Approximately 80% to 90% of the day is spent in working in English and 10% to 20% in French.

The French programme formally starts in Year 2. From Year 2 to Year 6 there is a French teacher dedicated for each year group. Learners are grouped and differentiated into proficiency levels from Beginners to Mother Tongue speakers. The French teacher rotates through the teaching of all these groups drawing from the 3 classes they are responsible for in that year group. All children receive at least four 45-minute lessons of French each week. Children in Years 5 and 6 can be coached during extra-curricular activities for the *Concours* organised by the *Alliance Française*.

In Year 6 the IB Primary Years Programme Exhibition is expected to reflect individual levels of proficiency in both English and French.

### The role of the Inclusion Team in language learning

Clavis has an *Inclusion Team* which supports children with language and/or learning challenges. The team includes a part-time EAL (English as an Additional Language) teacher, and a Speech and Language Therapist (who comes once a week) and two part-time Learning/language support teachers. These team members either support children directly in-class, or withdraw them for individual or group work. They also work collaboratively with class teachers, proposing appropriate strategies and techniques that can be used in class.

In general the mother tongues of children are used and valued throughout the school.

### Parents' role

All parents play a vital role in their children's language development. Parents model the use of languages by listening, speaking and reading with their children. They can also further language development at home by providing access to a variety of fiction and non-fiction books, newspapers, magazines and technology in the home language as well as the languages of the school. In support of learning at school, parents can encourage their children to read and express themselves through speaking and writing. Overall, parents are strongly encouraged to support their child's/children's language development at home. This policy is conveyed to parents in meetings, orientations and school literature.

Expatriate families coming from other than English or French-speaking countries are particularly encouraged to support and develop their child/children's home languages. When teachers inform families of upcoming units of inquiry, parents may either supply vocabulary that is being learned in connection with the children's studies or even spend some time in class with the teacher to explain activities to their child/children. There

are flexible individual arrangements that can be made to suit these children's needs. Clavis families are also encouraged to use the literature and reference books in languages other than English and French available in the library.

Communication from Clavis to parents is in English, through weekly bulletins, Unit of Inquiry letters, presentations, parent meetings and welcoming letters at the beginning of the year. The PTA website is also in English.

In addition to the after-school 'Alliance Française' programme and as and when there is demand, Clavis organises other language classes in extra-curricular activities. Over the years Clavis has offered Mandarin, Italian, German, Spanish and Urdu.

### Language Policy Review Criteria

The Whole School Language Policy shall be updated each year as necessary, and fully reviewed every 5 years. A review of the programme and policy shall consider:

- Evaluation of current programme through informal and formal feedback (Parents, students, teachers, possible test results.)
- Evaluation of any pilot programmes
- Possible shifts in student population

Appropriate members for the review may include:

Teachers; librarians; administrators; IB programme coordinators; parents; students; EAL/ Mother Tongue coordinator; members of the Inclusion Team.

This policy has been aligned with, and is compatible with, the schools inclusion, admission and assessment policies.

## 2.6 Library Policy

The Clavis library is a learning hub where learners come together to gain knowledge about themselves and the world around them and beyond. It is committed to the promotion of a culture of life-long learning. The library also supports learning in the classroom through an array of services.

### Aims and objectives of the Library:

The Library operates within the sphere of the school and its objective is to adhere to the school's mission statement:

- Supporting the curriculum
- Provision of information and an environment that supports lifelong learning and self-development.
- Recreation and motivation of children in using and enjoying books and other resources as part of their educational development
- Preservation of resources to allow optimal use
- Encouragement and promotion of literacy
- Development of a love of reading
- Promotion and appreciation of different cultures

### The Goals of the library with reference to the school community:

The Library aims to meet the diverse needs of its community in order to empower pupils, not only by supporting the teaching and learning in the school, but by giving them the freedom to make their own choices about reading and learning experiences.

The Library aims to:

- Enrich pupils' reading experiences and develop pupils' skills as independent learners.
- Provide relevant resources and information that teachers and pupils need
- Support the teaching and learning process at school.
- Have an up-to-date, attractive collection of resources in a range of media.
- Provide adequate resources for teachers' professional development.
- Inclusion of literature in different languages to value the cultural identity of its varied school population.

The role of the school Library is two-fold.

- 1) Management of the collection
- 2) Serving the information needs of the users

### Collection Development:

The Library is responsible for developing the collection and is allocated an annual budget.

The Library staff is involved in collaborative planning with the PYP Coordinator and different year groups teams to know about the school's whole Programme of Inquiry and the resources required to support it.

Collection development reflects the information needs of users and potential users encompassing children of all ages and abilities, including reluctant and less able readers. We seek to widen the collection to cover a variety of reading choices to suit different interests. The Library also strives to build a collection that represents various languages of the school's community. This contributes to valuing and preserving a sense of cultural identity. We welcome donations of books to enhance our collection, particularly from parents who travel and expatriate parents who can bring back to Mauritius books in other languages.

### Selection:

The librarians consult a wide range of published and online catalogues for collection development. They refer to the IB Online Curriculum Centre for updated resources. Within this selection, we seek to:

- Support the curriculum
- Be accurate, current and authoritative
- Age appropriate material and reading level appropriate
- Reflecting a diverse culture free of stereotypes
- Meet the needs of different learning styles
- Covers a range of formats with an emphasis on print
- Supports school-wide reading programmes and reading development
- Includes differentiated reading materials
- Resources to support instruction and teaching methodology
- Builds a multilingual collection to ensure that the school community is represented although the main focus has to be on the main languages – English as the medium of instruction and our French programme.

### Information provision:

Besides developing and managing a fully-fledged collection the library has the responsibility to provide information services that are relevant and responsive to the mission statement of the school.

The specific teaching objective of the Library is guided by the IB Primary Years Programme (PYP) in developing the Learner Profile.

The Library has to carry service rendering functions such as:

- Information provision through retrieval and circulation of resources as well as information referral
- Support the school curriculum
- Teaching information literacy through library skills
- User advice in the form of reading guidance and reader and user motivation.
- Assistance to information seekers in accessing resources
- Collaborate with class teachers to support teaching
- Provide OPAC ( Open Public Access Catalogue) to users and internet facilities for online searching
- Provide audiovisual media to support teaching and make learning more dynamic.

### Displays:

Displays are important for library promotion. Initiatives are taken for regular events throughout the school year such as:

- Interactive displays for the units of inquiry
- Author and illustrator displays
- PYP profiles and attitudes displays
- New arrivals book stand

- Celebrating different events
- Literature genre displays

#### Procedures:

The Library operates from 08:00hrs to 14:45hrs and remains open throughout the day. The classes have one timetabled library session each week, but children are free to come and change their books during break time. The school library pouch is compulsory for checking out books and to keep them clean and in good condition. Lost or damaged books will be charged for.

Currently the allocation of library resources to the student community is as follows:

**Reception** 1 board book

**Yr 1 – 3** 2 books

**Yr 4** 3 books

**Yr 5 + 6** 6 books

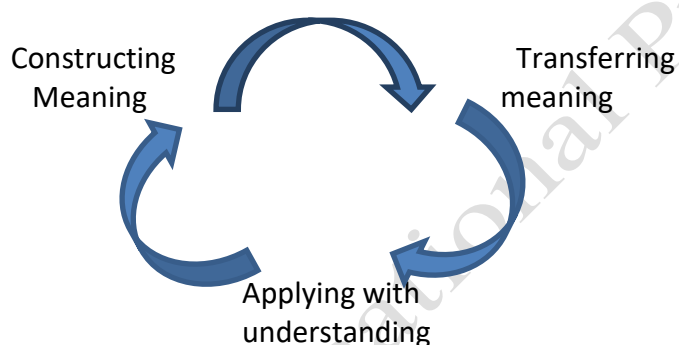
## 2.7 Mathematics Policy

The power of mathematics for describing and analyzing the world around us is such that it has become a highly effective tool for solving problems. It is also recognized that students can appreciate the intrinsic fascination of mathematics and explore the world through its unique perceptions. In the same way that students describe themselves as “authors” or “artists”, our school’s programme provides students with the opportunity to see themselves as “mathematicians”, where they enjoy and are enthusiastic when exploring and learning about mathematics

In our IB Primary Years Programme (PYP), mathematics is also viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized.

### How children learn mathematics

It is important that learners acquire mathematical understanding by constructing their own meaning through ever-increasing levels of abstraction, starting with exploring their own personal experiences, understandings and knowledge. Additionally, it is fundamental to the philosophy of the PYP that, since it is to be used in real-life situations; mathematics needs to be taught in relevant, realistic contexts, rather than by attempting to impart a fixed body of knowledge directly to students. How children learn mathematics can be described using the following stages.



### Constructing meaning about mathematics

Learners construct meaning based on their previous experiences and understanding, and by reflecting upon their interactions with objects and ideas. Therefore, involving learners in an active learning process, where they are provided with possibilities to interact with manipulatives and to engage in conversations with others, is paramount to this stage of learning mathematics.

When making sense of new ideas all learners either interpret these ideas to conform to their present understanding or they generate a new understanding that accounts for what they perceive to be occurring. This construction will continue to evolve as learners experience new situations and ideas, have an opportunity to reflect on their understanding and make connections about their learning.

### Transferring meaning into symbols

Only when learners have constructed their ideas about mathematical concepts should they attempt to transfer this understanding into symbols. Symbolic notation can take the form of pictures, diagrams, modelling with concrete objects and mathematical notation. Learners should be given the opportunity to describe their understanding using their own method of symbolic notation, then learning to transfer them into conventional mathematical notation.

## Applying with understanding

Applying with understanding can be viewed as the learners demonstrating and acting on their understanding. Through authentic activities, learners should independently select and use appropriate symbolic notation to process and record their thinking. These authentic activities should include a range of practical hands-on problem-solving activities and realistic situations that provide the opportunity to demonstrate mathematical thinking through presented or recorded formats. In this way, learners are able to apply their understanding of mathematical concepts as well as utilize mathematical skills and knowledge.

## Teaching and Learning Mathematics

### Mathematics in a transdisciplinary programme

Wherever possible, mathematics should be taught through the relevant, realistic context of the units of inquiry. The direct teaching of mathematics in a unit of inquiry may not always be feasible but, where appropriate, prior learning or follow-up activities may be useful to help students make connections between the different aspects of the curriculum. Students also need opportunities to identify and reflect on “big ideas” within and between the different strands of mathematics, the programme of inquiry and other subject areas.

Links to the transdisciplinary themes should be explicitly made, whether or not the mathematics is being taught within the programme of inquiry. A developing understanding of these links will contribute to the students’ understanding of mathematics in the world and to their understanding of the transdisciplinary theme. The role of inquiry in mathematics is important, regardless of whether it is being taught inside or outside the programme of inquiry. However, it should also be recognized that there are occasions when it is preferable for students to be given a series of strategies for learning mathematical skills in order to progress in their mathematical understanding rather than struggling to proceed.

### Overall expectations

Our mathematics programme is spread over five strands of learning.

### Number

Our number system is a language for describing quantities and relationships between quantities. Numbers are used to interpret information, make decisions and solve problems.

Learners will understand that:

- Numbers are used for many different purposes in the real world
- Numbers can be related by one-to-one correspondence
- Numbers can be conserved
- Numbers represent quantities
- The place value of numbers determine the quantity they represent
- Numbers can be added, subtracted multiplied and divided
- Numbers can represent fractional quantities
- Fractional numbers can be represented as decimals
- Fractional and decimals represent whole-part relationships
- The base 10 value system can be infinitely extended in both direction
- Fractions, decimals, ratios and percentages are related to each other

## Pattern and Function

To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called functions.

Learners will understand that:

- Patterns and sequences occur in everyday situations
- Patterns can be identified, described and created in various ways
- Whole and fractional numbers exhibit patterns and relationships
- Addition and subtraction are inverse functions
- Multiplication and division are inverse functions
- Patterns can be analyzed and generalized using algebraic expressions, equations and functions
- Exponential notations is a way to express represented products

## Measurement

To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways can be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be.

Learners will understand that:

- Measurement involves comparing objects, ordering and sequencing of events
- Measurement involves both non-standard and standard units
- Standard units of measurement allow us to have a common language to measure and describe events
- There are different standard units of measurement related to length, mass, capacity, money, temperature and time
- Measurement involves perimeter, area and volume
- Measure involves the concept of an angle as a measure of rotation

## Shape and Space

The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.

Learners will understand that:

- Shapes have characteristics that can be described and compared
- Common language is used to describe paths, regions and boundaries in their immediate environment
- Shapes can be classified according to common properties
- Symmetry and transformations can be found in their immediate environment
- There are specific vocabulary to describe path, regions, positions and boundaries
- Regular and irregular polygons can be sorted and described
- Congruency and similarity of shapes can be described and modelled
- Shapes might have reflective and rotational symmetry
- 2D and 3D shapes are interrelated
- Shapes can be enlarged or reduced using a scale



- Direction and position can be described using notation of bearing

### Data Handling

Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know. Data can be collected, organized, represented and summarized in a variety of ways. Probability can be expressed both qualitatively using language and quantitatively on a numerical scale.

Learners will understand that:

- Collection and organization of data help us to make sense of the world
- Data can be represented in many ways such as charts, tables, diagrams and graphs
- Average can be identified using mode, mean and median
- Probability of an event occurring can be estimated both experimentally and theoretically
- Probability can be expressed on a scale of 0-1 or 0% - 100%

## 2.10 Clavis Handwriting\* and Presentation Policy

At CIPS we have a handwriting and presentation policy which values neat well-formed handwriting and presentation of written work which supports learners in taking pride in, and have a sense of ownership of, their work. As a school we are adopting the fully cursive method of handwriting.

Keyboard skills are also a crucial skill to learn in the early years. All learners need to become familiar with a keyboard and learn the functions of the keys. They need to experiment with a keyboard and have fun using one as early as from the Pre-Reception years.

### **Rationale**

Handwriting is a movement skill and one which is best taught directly by demonstration and practice. CIPS recognises that handwriting is a life skill. The aim is to support learners in becoming confident writers who can write clearly, fluently and quickly. Handwriting is a tool of communication in the written form. The principal aim is that handwriting becomes an automatic process, which frees learners to focus on the content of the writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and the opportunity for creative expression.

For those learners who have difficulty or cannot write by hand it is important to develop their keyboard skills as it enables learners to communicate on an equitable basis.

### **Aims**

- To have a consistent cross school approach to the teaching of handwriting and presentation of work.
- To model an agreed style of handwriting by all adults when writing in children's books, on the whiteboard or on displays/ resources.
- To raise the attainment of all pupils' handwriting.

### **What learners will understand, feel and be able to do:**

- **Understand** the importance of clear, neat, presentation in the clear communication of meaning.
- **Take pride in** the presentation of their work and have a sense of achievement.
- **Be able to:**
  - Hold a pencil using the correct grip.
  - Write from left to right consistently spacing each word and top to bottom of a page leaving a line each time.
  - Start and finish letters correctly. ( head, tails and bodies of equal proportion)
  - Form letters of a regular and appropriate size and shape.
  - Put regular spaces between words.
  - Form lower and upper case letters.
  - Join letters [when ready to do so].
  - Be able to write quickly, to aid expressing themselves creatively and imaginatively.

### **Policy implementation guidelines**

- The stages of Development Writing are displayed in each year group from Pre-Reception to Year 3.
- Handwriting will be formally taught using a CIPS adaptation of the South Australian modern cursive as it also includes the Left hand letter formation. The adaptation includes 'flicks' which will facilitate joined writing when appropriate.

- Teacher handwriting should be a model for learners. It should be large, clear, well presented, neat and with appropriate use of agreed handwriting letter forms, especially when on displays.
- A range of pencil grips and pencils (including left handed) and other types of writing tools such as pens, markers etc. should always be available to the learners. Learners should be taught to write on the lines and not in between them.
- Correct letter formation should be embedded across all areas of the curriculum.
- Display writing should be a balance between handwritten and computer generated.
- Links should be made between handwriting practice and other written tasks.

### Line guides

- In Year 1 children are introduced to **base-line** guides [spaced 2cms apart].
- In Year 2 children are introduced to **lined paper** with 1 cm wide lines (as in Clavis writing logs).
- In all classrooms, Years 1-6, a variety of blank and lined paper (sizes and shapes and types) and line guides and writing tools, are made available for self-selected writing tasks and for publishing writing and for children with different preferences and needs.

### Handwriting Scope and Sequence

Handwriting	PR 3-4	R 4-5	1 5-6	2 6-7	3 7-8	4 8-9	5 9-10	6 10-11
Attempt to colour in a picture								
Move from scribbling to writing letters								
Trace over patterns, numbers and letters								
Use correct pencil grip								
Write in a left to right direction								
Write with top to bottom movements								
Print letters using correct letter formation (lower case)								
Leave spacing between words								
Print letters using correct letter formation (upper case) and diphthong joins								
Conventional letter formation (linked script)								
Legible, speedy, neat, clear writing according to purpose								

Details:

### In Pre-Reception & Reception

In Pre-Reception learners will engage in 'pre-writing' and 'role play writing'. Childrens' right or left-handedness is established through play and use of a wide variety of tools. Fine and gross motor activities will be encouraged using various tools, e.g. paintbrushes, sticks, water bottles, ribbons and chalks. Teachers will model correct handwriting and its' uses in a variety of ways throughout the program.

### In Year 1

- Children will begin handwriting in Year 1.

- Children are introduced to letter formation and are encouraged to make letters using a variety of media.
- The emphasis is with movement rather than neatness.
- Letter formation will emphasize starting at the right entry point and moving in the right direction (as in the *Formation of Letters* Sheet attached to this policy).
- Teachers are aware of the specific needs of left-handed learners (e.g. posture, hand position and formation of certain letter) and those with special educational needs are catered for.
- Formal handwriting practice will be undertaken regularly.
- Agreed letter formations will be displayed in the classroom.

### **Handwriting Guidance for Pre-Reception –Year 3**

Up to and including Year 1 all learners will have access to triangular pencils.

Emphasis will be placed on learning how to hold a pencil and how to form basic letter shapes.

Formal handwriting practice is to be undertaken at least four times a week in Year One and Two.

In conjunction with learning spelling (word study, word families) learners will begin cursive handwriting in Year 2 by starting to join some letters (og,ch, st, th.....)

- In formal handwriting lessons in Year 3 learners will continue to use pencils to learn and practice the techniques of joining letters and cursive writing. Practice of letter formation will take place in conjunction with learning spellings.

### **Handwriting Guidance for Years 4-6**

The aim for learners in Years 4-6 is to produce a fluent, consistently formed style of either printed semi-or fully- cursive handwriting with equal spacing between the letters and words.

- Writing sessions, with an emphasis on legible, well formed, clear handwriting, will take place at least twice a week in Years 3-6 in writing logs (individual needs to continue to use guide-lines will be supported).

In Year 4 children will be encouraged to move to joining letters as a means of speeding up their writing. Teachers will assess whether they join letters competently and consistently. A non-ball point pen can then be used in selected final drafts and published pieces.

- In Years 5- 6, children may choose to write using a pencil or pen, according to purpose and personal preference as long as their writing is legible, clear and neat. Pencils will be used in math or for drawing and diagramming.

### **Presentation guidance**

- Pre-reception children are encouraged to attempt to write their own names and engage in a variety of drawing and painting activities. Teacher should model placing names at the top left hand side of the page, and the date where appropriate.
- Reception children: should write own names (or teacher writes for them) at the top left hand side of the page. Teacher should model writing the day of the week at the top left hand side of the board/page whenever appropriate.
- Y1 - Children should substitute their name for the day of the week on the top left hand side of the page, moving on to the date and the month by the end of the year, e.g. Monday, 16 January.

- Y2 - Children should write the day, date and month at the top left hand side of the page. (Some differentiation may be needed for children who find writing physically challenging.)
- Years 3: The full date: Monday 17<sup>th</sup> May 2014 is written for any language work except for mathematics where the date can be written in the following format: 10.9.14.
- Years 4-6: the date can be written in the following format: 10.9.14.  
The date should be written on the top line (not in the margin).
  - The next line should be missed and the title should be written on the following line and underlined. Underlining should be completed with a ruler and a pencil.
  - Children should write from the margin to the edge of the page.
  - Felt pens can sometimes be used in exercise books.

### **Monitoring, assessment and evaluation**

Handwriting assessment will be undertaken by the class teacher as part of end of each term's writing assessments.

### **Materials**

Pencils are provided by the school in Pre-Reception, Reception and Year 1. As from year 2 to year 6 handwriting pencils will be available or may be provided from home. The use of roller balls, biro or gel pens for handwriting, can be allowed at this level.

### **Inclusion:**

Pupils are supported in their handwriting and presentation through individual education plans, monitored by the class teacher and Inclusion coordinator. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills. It may be more appropriate for pupils with physical disabilities to spend their handwriting time in learning Keyboard skills as the physical task of writing may be too onerous.

For some pupils a programme designed to support their fine motor skills will be beneficial. The staff can consult the Specialist/ SEN teachers for advice or support.

## **Appendix E**

### **2.14 HOMEWORK POLICY**

All children from Year 1 to Year 6 receive a homework exercise book/file, and/or reading record book which is meant to travel with the child to and from home. Parents and teachers may write messages to one another in the message books and not in any other logs when they have concerns or queries.

Homework should help children develop some basic study routines at home, without pressurizing them unnecessarily. All parents should be aware that:

- Students' abilities vary
- After-school commitments vary from student to student
- Students need different types of support

Homework will be issued once a week- 3 evenings  $\pm$  a week end, which will certainly consist of reading practice, which can be done each evening, and some work in mathematics and language – English and French together with some work connected with the Unit of Inquiry. We hope to build independent and autonomous learners by inviting children and families to plan how to do homework throughout the week. Specific instructions about the homework will be given by teachers. Homework should be returned on the due date.

### **Belief Statement**

#### We believe that...

- Homework can help students develop as independent learners if it is differentiated to meet the specific learning needs of the individual.
- Homework is done to reinforce learning. Homework should be to benefit the student, rather than an exercise to be completed and checked by the teacher. The results should be seen in applications at school.
- The purpose of homework is to develop and consolidate the skills necessary for further learning, both in and out of school.
- Reading daily, both assigned and/or personal choice will develop life-long reading habits.
- Students need time at home to pursue personal interests.

### **Expectations for Teachers:**

Homework should be recorded as and when necessary to improve the student's learning. Teachers should use children's message books for dialogue with the parents about monitoring the student's progress.

### **Expectations for Parents:**

Parents could help their children to practise and develop the skills necessary to help them be able to apply them in new situations, both in and out of school. Parents should read to their children daily and also listen to them read.

### **Expectations for Students:**

The responsibility of students is to manage their time so that the homework assigned for the week is completed within the time guidelines. In their individual work at home, students should develop organizational skills, study practices, intellectual discipline, attitudes and strategies leading to critical, coherent and independent thinking and the capacity for problem-solving and decision-making. Students should develop metacognitive habits of mind by focusing on the 3 questions: "How do I learn best?" "How do I know?" and "How do I communicate my understanding?" Students will be expected to check the homework and assessment schedule and to organize their time in order to be prepared for the work or scoring tests to be done at school.

### **Homework should be:**

- Relevant to the student's learning at school
- Completed independently to some extent
- To an appropriate level of challenge
- Assigned to allow for flexible working times at home

- Checked by the teacher

#### **Homework should NOT be:**

- Done by parents
- Ongoing school projects
- Graded or assessed for school work
- Unfinished school work unless particular arrangements with parents have been made to support a child experiencing difficulties.
- Summative assessment

#### **Homework Schedule:**

**Pre-Reception & Reception** children do not get homework

**Yr 1** Reading (English only)

**Yr 2 to Yr 6** Language (Reading and Writing) and Mathematics

## **Appendix F**

### **2.15 ASSESSMENT POLICY**

Philosophy

CIPS beliefs about assessment

#### **Why do we assess? The purposes of assessment For the individual student**

The primary purpose of assessment is to improve student learning by providing students with feedback on the learning process that they can use to revise performance.

**For the teacher and school:**

Assessment allows teachers and the school -as well as individual students- to judge effectiveness of the teaching-learning process and to identify strengths and areas in need of strengthening in the programme.

**For parents and the school community:**

Assessment provides evidence to parents of a child's learning, and provides opportunities to parents and the school community to support and celebrate progress.

Assessment of student performance is integral to programme evaluation which informs members of the school community and others of the success of the programme.

**What is assessment like in CIPS? The nature of assessment**

For the student:

1. Assessment provides students with feedback on how to improve/continue to progress in their learning. (Standard C4.4)
2. Assessment identifies for the students what they know, understand, can do, and feel at different points in the learning process. (Standard C4.1b)
3. Assessment provides evidence of student learning over time and across the curriculum (Standard C4.1c).
4. Assessment provides students with opportunities to actively participate in and reflect on the learning process.
5. Assessment provides opportunities for students to participate in, and reflect on, the assessment of their work. (wording not quite right)

For the teacher/school:

6. Assessment is integral to planning, teaching and learning (Standard C4.1a)
7. Assessment addresses all the essential elements of the PYP (Standard C4.1b)
8. Assessment provides evidence of learning over time. (Standard C4.1c)
9. Assessment uses a range of tools and strategies. (Standard C4.3)
10. Assessment is differentiated for students with specific learning or sensory needs.
11. Assessment is sensitive to cultural, linguistic, racial, class, learning, physical and gender differences

For parents and the school community:

12. Assessment involves the gathering and analysis of evidence of performance which informs reporting on student progress.
13. PYP exhibition provides opportunities for parents and the community to celebrate the consolidation of student learning.

Everyone concerned with assessment: students, teachers, parents, school leaders should be clear about the reasons for assessment, what is being assessed and the criteria for assessment.

**What do we assess: Assessment of the 5 Essential Elements of the PYP**

**Within and outside the transdisciplinary Programme of Inquiry:**

The five essential elements of the PYP are assessed through the units of inquiry and alongside and are recorded on the planner for each unit and the weekly lesson plans.

- *Knowledge:* assessment of the knowledge learned in within and outside the UoI is continuous and reflected in weekly lesson plans and in UoI planners



- ❑ **Skills:** assessment of transdisciplinary skills takes place through observations and are also reflected in the articulation of learning engagements in the weekly lesson plans and in the UoI planners
- ❑ **Concepts:** assessment of concepts are reflected through the S&S documents in the conceptual understandings and are used in the UoI planners and weekly lesson plans
- ❑ **Attitudes:** Reflection on growth in these areas is recorded on the planners and self-assessments. Attitudes are explicitly focused on, student reflections and teacher observations are documented. These records should reflect the development and demonstration of the targeted attitudes over time.
- ❑ **Action:** assessment of action is reflected through the planner, weekly lesson plans and in the Year 6 Exhibition

### How do we assess? The broad range of strategies and tools used to provide a balanced view of student learning

Strategy: Ways of Assessing (WOA)	What is assessed: Evidence (E)	Tools
Process focus: individual, small and whole group observation	-Students' skills and developing understandings are observed, individually, in a group, as a whole class -The emphasis is on the process and skill application rather than the product	Rubrics Checklists Anecdotal records Continuums
Selected responses	Single 'snapshot' samples of what students know or are able to do at any moment in the learning process	Exemplars Checklists Continuums Test Quiz
Open-ended tasks	-Gathering evidence of students understanding of concepts, application of skills, ability to communicate and originality.	Sketch to stretch Mind map Benchmark
Performance Tasks	-Are goal directed tasks with established criteria -Provide authentic challenges and problems -Develop tangible products or performances -Require using a repertoire of knowledge and skill to accomplish a goal or solve a problem -Requires thoughtfully applying knowledge, rather than recalling facts -Are open ended	See UoI summative tasks  The exhibition

### Feedback on learning:

- Feedback is an integral part of formative and summative assessment and applies in all curriculum areas.
- Feedback ranges from informal to formal and can be verbal or written.
- Feedback which is immediate is more effective than delayed feedback.
- Feedback can be from the teachers and/or peers.
- Feedback allows students to reflect on and improve their work.

- Feedback can address understanding, knowledge, skills and attitudes.

### What systems are used to record student progress?

CIPS is committed to developing and maintaining a comprehensive and cohesive system of recording student progress from Pre-R to Year 6 within and outside the transdisciplinary programme of inquiry.

Parts are electronic while others are systems maintained by teachers/ students in classrooms

See Annex for full description of the systems

### What systems are used for reporting student progress?

System	Frequency	Purpose
Student reports	Students will receive written reports three times a year at the end of each term, in March or April, July and November	Reports are to give feedback on students' progress. It also reflects the attributes of the Learner profile, attitudes and skills.
Parent-Teacher Conferences	Beginning of the 1 <sup>st</sup> Term	For teachers to gather information about each child in their class. It is not an opportunity for teachers to report back to parents on the children's progress
Teacher-Student-Parent	As need arises	To establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals.
	End of the 2 <sup>nd</sup> Term	Class teachers go through each child's report with the parents.

Student Led Conferences	During the 3 <sup>rd</sup> Term	To celebrate the students' learning journey through the year, as represented by the <b>portfolio</b> and other evidence. It is a chance for parents to see the sorts of learning engagements their children are involved in at school. The experience encourages students to become aware that they have a personal responsibility for their education. It helps them to understand the importance of school and taking charge of their own learning. They develop organizational and oral communication skills. The students are also practising the skills of self-evaluation and reflection. The students plan and practice their presentation prior to the conference by showing their teacher or peers their work. They are given guidelines on how to present examples of the PYP Learner Profile as well as a range of academic work.
Teacher-Student Conferences	Frequently	To give students feedback so they can reflect on their work and further refine and develop their skills.
Message book, emails and	As need arises	To communicate on the students' progress whether academic, social or emotional.

### How is student learning related to the attributes of the IB Learner Profile are assessed and reported (Standard C4.6a)?

The LP is transparent in the classroom and around the school and is referred to as part of the language of the school by teachers, student and administration

From informal observations of the development of the traits to formal teacher written comments on the student reports reporting.

Students are also engaged in self and group assessments of the development of the traits and profile as an integral part of classroom life and particularly in the UoI.

<u>How the LP is</u>	<u>a) assessed (evidence gathered)</u>		<u>b) reported &amp; to whom</u>
	<u>Informally (some examples)</u>	<u>Formally (some examples)</u>	
Pre-Reception, Reception, Yrs 1 and 2	-Anecdotal records -Observations -Student drawings -Verbally reflecting	-Photos with captions	-Reported by the teacher on reports in the form of a table and in the

		-Checklists for specific engagements	written comments for parents -Verbally to the student and parents
Yrs 3-6	-Anecdotal records -Observations - Verbally reflecting	-Student self-assess -Continuum -Checklists for specific engagements -Student self-assess -Peer assessment using benchmarks	-Portfolio reflections reported by the student for teachers and parents -Written report comments by teacher for parents -Verbally to the student and parents
Music			
Art			
ICT			
PE			
Inclusion			

**What systems are in place for the analysis of assessment data to inform teaching and learning? (Standard C4.7)**

<u>Individual progress</u>	<u>Individual Class</u>	<u>Year level</u>	<u>Programme</u>
Holistic writing at the beginning of the year	Holistic writing at the beginning of the year	Holistic writing at the beginning of the year	Exhibition
Reading assessments at the beginning of terms 1 and 3			
Math assessment at the beginning of the year and end of 2 <sup>nd</sup> and 3 <sup>rd</sup> term			

**How does the school ensure that student knowledge, understanding (and skills) are assessed prior to new learning? (Standard C4.7a)**

All teachers will assess student's prior knowledge and experience before embarking on new learning experiences. A variety of strategies and tools will be used so that new learning builds on what students already know and can do. Ongoing and regular assessment will be used during the teaching and learning

process to inform teachers and student about how the learning is developing. Formative assessment and teaching are directly linked.

Within the UoI	Outside the UoI
Brainstorm	Examples:- PE: Show me how you can.... Math: What are all the different ways you can.... Tell me everything you know about... Art: What does this remind you of?
Visible thinking routines for introducing and exploring ideas Linked personal experiences, graffiti wall etc	
Provocation	
Pre-Unit assessment	
Both within and outside the UoI	
Observations and Anecdotal records	
Brainstorming	
Class discussion	
Writing Prompt	
Graphic representation	

**What opportunities are provided for students to participate in, and reflect on, the assessment of their work? Standard C4.8**

<u>Opportunities for students to participate in the assessment of their work.</u> ( section of Standard C4.8)	<u>Opportunities for students to reflect on, the assessment of their work.</u> (section of Standard C4.8)	<u>Opportunities for students to participate in reflecting on the assessment of their work</u> (section of Standard C4.8)
Self-assessments	Students are consulted on the ways in which they would like to demonstrate their learning	Preparation of student led conference
Peer assessments	Students participate in setting the criteria for assessment	Teacher student conferences
Group assessments		

**What systems are in place to ensure that all students can demonstrate consolidation of their learning through the completion of the PYP exhibition? (Standard C4.9)**

The Year 6 students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes and action). This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

**How does the school communicate it's assessment philosophy, policy and procedures to the school community? (Standard C4.2)**

Teachers	<ul style="list-style-type: none"> <li>• In planning meetings</li> <li>• On server in Policy manual</li> <li>• During review of the policy itself</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Through the website</li> <li>• Through letters related to upcoming assessments</li> <li>• Through the parent handbook</li> <li>• Through the PTA</li> </ul>
Students	<ul style="list-style-type: none"> <li>• In class continuously through ongoing assessments</li> </ul>

**Assessment Policy Review**

In alignment with the PYP, the CIPS assessment policy "is not a static document but one that is constantly evolving to reflect the assessment needs of the school" (MPYPH page 54, 2009). This policy will be reviewed every 5 years and approved by the board

Date reviewed October 2015

Date to be reviewed October 2020

## Appendix H

### 2.21 Clavis International School Academic Integrity Policy

#### Rationale

As reflected in the Mission Statement, CIPS strives to develop community of learners who “think critically, creatively and independently’ and who have ‘a sense of service and responsibility towards both their local and the world community’

These values are aligned with the ten traits of the IB Learner Profile and it is imperative that the community recognize the importance of integrity, not just in academic areas, but in every aspect of daily life.

#### Policy

All members of the CIPS community are expected to adhere to the academic integrity standards set forth in this document. Community members should take advantage of the expertise and resources of the school when questions arise about ethical issues, and good academic practice for referencing sources. Class teachers, library and ICT staff will not only teach academic honesty but will also model good practice. Administrators will support them in this effort in ensuring that copyright and other ethical issues are respected by the school as an institution. Parents also have a role to play by becoming informed of the expectations placed on students and supporting these practices. Together, all community members, working with the same understandings, will create an environment that promotes academic honesty. To aid the understanding of good practices, common definitions of key terms can be found in the attached glossary.

Academic honesty in CIPS as it pertains to referencing, group work, homework, classwork, performance based assessments and portfolios are defined as follows:

The IB Learner Profile and the PYP Attitudes are the basis for the development of academic integrity across the school community and in particular for students.

- Students take responsibility for their own work.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do not copy other people’s work.
- Students reference sources according to agreed-upon bibliographic formats for each year group.
- Students use information technology and library resources responsibly.

It is understood that this academic honesty policy is integrally related to and is a part of other policies regarding the use of technology and student use of mobile devices; this is reflected in the school’s Policy for responsible use of the internet. The CIPS community will follow the Modern Language Association style for

referencing of sources, as applied in an age appropriate fashion following guidelines for K through 2 and Noodletools for grades 3 through 12.

### Consequences

If members of our community do not respect these academic honesty guidelines, the open communications policy and the procedures that support student expectations will be followed.

### Special Considerations as an International School Community

Special effort should be made to make sure that cultural and language differences do not impede the understandings needed by all parties involved. Especially in a school community which reflects a variety of cultural backgrounds, parents and other legal guardians' understanding of the cross-cultural perspectives of academic honesty is vital.

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### Glossary of Key Terms

**Plagiarism:** the representation of the ideas or work of another person as the candidate's own

**collusion:** supporting malpractice by another, as in allowing one's work to be copied or submitted for assessment by another

**duplication of work:** the presentation of the same work for different assessment requirements

**intellectual property:** property that results from original creative thought

**academic dishonesty:** see malpractice

**malpractice:** plagiarism, collusion, duplication of work, or any other behaviour that gains an unfair advantage for a student or that affects the results of another student

**paraphrasing:** restating another person's words using your own words

**summarizing:** the process of giving a brief description of another's main points