

CLAVIS INTERNATIONAL PRIMARY SCHOOL

CIPS

Family Handbook

A guide to accessing and understanding the procedures, policies,
and learning programme at Clavis International Primary School
Moka, Mauritius

2021

Celebrating 30 Years

Last Updated 17 January 2021



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WELCOME FROM THE HEAD OF SCHOOL

It is a great privilege and honour to be able to welcome you to Clavis International Primary School for the 2021 academic year. The CIPS Family Handbook is designed to provide you with all the information you require to have a good understanding of the policies and procedures that impact students and their parents or guardians. If you have questions, hopefully the answers can be found in the pages of this handbook. If not, depending on the question, your child's homeroom teacher, year level or subject team leader, administration staff, or the leadership team will be able to assist you. Fortnightly communications from the homeroom teacher (via Seesaw) and from the school (via the Clavis Chronicle newsletter) will keep you up to date on your child's learning and current affairs around our school. Be sure to check with the school website (www.clavis.mu) for monthly updates on the canteen menu and curriculum documents.

Clavis is a special school, not just because of its beautiful location and meaningful IB programme, but rather also because of the people that bring our school to life. Now going into my second full year at Clavis, I can say that it is the community that makes Clavis the caring, inclusive, and welcoming community that it is. They create the learning environment and opportunities for each student to flourish and develop in their own ways. Clavis is a place I am proud to work at.

It is my hope that you find Clavis as warm and welcoming as I have, and that together we can build a bright future for all.

Warm regards,

A handwritten signature in blue ink, appearing to read 'R. Hart', with a long horizontal flourish extending to the right.

R. Jeffery Hart
Head of School

SCHOOL CONTACT INFORMATION

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Inclusion/EAL Team Leader	Trisha Ramphul	trisha.ramphul@cips.me	Ext.
PE Team Leader	Michael L'Escout	michael.lescaut@cips.me	Ext.
Canteen (external provider)	Jamie Henry	canteen.lbis@gmail.com	59861001

ABOUT THE SCHOOL

Clavis International Primary School is a Pre-Reception to Year 6 international private school, where students benefit from an education that goes beyond any single national curriculum. Established in 1991 and first authorised by the International Baccalaureate (IB) in 2002 to offer the Primary Years Programme, Clavis hosts Mauritian and international students in an English-medium and secular programme with a capacity of around 545 students.

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.

Legal Status

Clavis International Primary School (CIPS or Clavis) is a state registered, private, not-for-profit school registered as a company under the legal name 'PROKID'. It is authorised as a school with the Ministry of Education and Human Resources, Tertiary Education and Scientific Research (Year 1 to Year 6) and Early Childhood Care and Education Authority (Pre-Reception and Reception). The Certificate of Registration is renewed every two years when the school is reauthorised by each authority.

In accordance with Mauritian law, the school is governed by a board of directors (the Board) which constitutes the legal representative of the school. In the statutes of the association, the direction and management of CIPS business, both judicial and non-judicial, is incumbent on the Board. The Board instructs the administration and staff of CIPS to comply with all current regulations that apply to schools in private ownership as well as the laws governing schools in Mauritius.

Governance

The members of the Board are voluntary and receive no salary or emoluments for their work. The Board typically meets monthly with the Head of School (the Head) and administrative staff representing school finance and operations. Upon request, representatives from the Parent-Teacher Association (PTA) will communicate and meet with the Board when applicable.

The Board has full control and direction over the affairs of the school, including the appointment of the Head, the setting of fees, the budget, and the physical facilities. Together with the Head, the Board establishes policies, oversees finances, and monitors the implementation of the International Baccalaureate's Primary Years Programme (PYP).

Educational Concept

CIPS follows the framework of International Baccalaureate's Primary Years Programme across all year levels and subject areas. The school serves members of the local and expatriate communities in Mauritius, who wish to send their children to an International Baccalaureate World School authorised to offer the Primary Years Programme.

The Primary School Achievement Certificate (PSAC) is not offered at Clavis. Students whose families wish them to sit the School-Based Assessment (SBA) for their PSAC are facilitated in doing so at a nearby government school. The SBA takes place in two modular assessments in two core subjects taken during Year 5 and again in Year 6. Further information about the PSAC can be found at <https://education.govmu.org/>.

Authorisation, Registration, and Memberships

The school has the distinction as an IB World School, authorised since 2002 to offer the Primary Years Programme of the IB. The school also meets the requirements and has been authorised by the Mauritian government from the Ministry of Education and Human Resources, Tertiary Education and Scientific Research as well as the Early Childhood Care and Education Authority. Evaluations and inspections by each governing body take place annually or bi-annually (Mauritian government) and every five years (IB/PYP). Clavis is also a member of the Association of Mauritian International Schools (AMIS) who meet and communicate regularly about all aspects of teaching and learning in the private school sector in Mauritius.

Consideration or maintaining of memberships in other nationally or internationally recognised educational associations and organizations are evaluated annually and depend on their:

- educational benefits to students, staff, governance and leadership
- access to information about best educational practice and innovations
- representation in actions affecting the CIPS school community and education in general

SCHOOL ORGANIZATION

Year Levels and Age Ranges

The School includes eight year levels which are typically organized into three classes in each. Depending on enrolment numbers these can change. The youngest age in each year level represents how old the child must be before 1 January of the academic year starting that month to be eligible for acceptance in that year group. Some

factors will allow students to start a year level before they are of age, particularly if a joining child has successfully completed the previous year level at another school.

Year Level	Age Range of Students
Pre-Reception	3 – 4 years of age
Reception	4 – 5 years of age
Year 1	5 – 6 years of age
Year 2	6 – 7 years of age
Year 3	7 – 8 years of age
Year 4	8 – 9 years of age
Year 5	9 – 10 years of age
Year 6	10 – 11 years of age

Teaching and Learning Organization

The greatest impact on student learning at school is the person leading their learning - the teacher. Great care is taken to put the right person with the right group of students every year. Each class from Pre-Reception to Year 3 will be allocated a homeroom teacher and a teaching assistant, who is recognised as a second teacher in the classroom and whose role is to support the teaching and learning. In Years 4, 5, and 6, each class is allocated a homeroom teacher and each year level is allocated an additional teacher or assistant who will work with those students and teachers. As part of the academic learning, homeroom teachers, year level teachers, and teaching assistants are primarily responsible for Language Arts (English), Mathematics, Science and Social Studies (the last two being part of Units of Inquiry learning). Specialist teachers lead learning in the single subjects of Music, Visual Arts, Physical Education (including swimming), Information and Communications Technology (ICT), Library, and French. Finally, the Inclusion teachers (learning support, counselling, and English language acquisition) work with students who may require additional support to access the curriculum, who may have social and emotional needs, or who are new to English.

Class Sizes

Along with having access and support from an array of teachers, class size and the number of students in a room is an important consideration. Class size generally decreases the lower the year level to ensure teachers can effectively support the demanding needs of the youngest children. The number of students in a room varies and depends on several factors. Decisions must balance educational needs and safety considerations with the physical space and the school's financial viability. The school will consider the size of the space, the staff and facilities available to those students, the needs of the students, and the demand in enrolment. In 2020, class sizes ranged from 12 to 25 depending on year level and physical space in a classroom.

THE SCHOOL YEAR AND TIMINGS

School Calendar

The school year follows most southern-hemisphere school calendars, beginning in mid-January and ending in mid-November. Dates for teaching days or holidays are subject to change due to Mauritian government or Ministry of Education decrees, which can be altered throughout the year. Additionally, consideration is given to potentially lost learning days due to severe weather and cyclone warnings. Please see Appendix One for this year's calendar (subject to change).

School Terms

The year is subdivided into three learning terms with a holiday between or near the end of each. The holiday lengths are subject to change each year depending on requirements for government holidays and mid-term breaks.

Typically, terms are organized as follows:

Term 1: January to April, ending with a 2 or 3-week holiday

Term 2: April/May to July, ending with a 4-week holiday

Term 3: August to November, ending with around a 6 or 7-week summer holiday

School Week and Day

The week is from Monday to Friday. School times may be adjusted yearly to better meet learning or community requirements. It is currently scheduled as follows:

Year Level	Arrival Times	Designated Area	Class Starts	Dismissal Times	Additional Info
Pre-Reception, Reception	08:00 – 08:20	Classroom	08:25	14:15 (Mon-Thu) 12:05 (Fri)	Pick-up from classroom
Year 1	07:45 – 08:20	Assembly Terrace	08:25	14:15 (Mon-Thu) 12:05 (Fri)	Pick-up from classroom
Years 2 to 6	07:45 – 08:20	Assembly Terrace	08:25	14:45 (Mon-Thu) 12:35 (Fri)	Pick-up from wooden deck (near pitch)

Students arriving after the class start time are considered late and are required to complete a late form from security before entering the classroom. As part of the regular school day, students have a morning break with time to eat their snack and a mid-day break with time to eat their lunch. Due to early dismissal on Fridays, students only have a morning break on those days.

Morning Arrival: The school campus is closed until 07:30. Students should not arrive at school before 07:45 as there is no adult supervision before this. Clavis staff are on duty for morning arrival from 07:45 to 08:20 for Year 1 to Year 6 on the Assembly Terrace. Staff are available to supervise Pre-Reception and Reception students beginning from 08:00 in their classrooms.

Afternoon Dismissal: On Mondays to Thursdays, Years 2 to 6 dismiss at 14:45 and Pre-Reception to Year 1 dismiss at 14:15. On Fridays, Years 2 to 6 dismiss at 12:35 and Pre-Reception to Year 1 dismiss at 12:05. Early Years students who dismiss at 14:15 (12:05 on Fridays) and take the bus or have a sibling in Years 2-6 will wait in a designated classroom until 14:45 for pick-up or to be taken to their bus. There will not be supervision for non-bus or non-sibling students after 14:15 and 12:05. Except for bus riders, all students must be promptly picked up from their designated areas at their assigned time. All students should have left the school site by 15:00 unless they are enrolled with an after-school or supervised academic activity.

Friday Early Dismissal: Clavis is committed to teacher training and professional development. Every Friday school ends at 12:05/12:35. These afternoons are considered as essential to the quality of the Clavis programme, as it allows weekly collaboration between staff and provides opportunities for professional learning to improve teaching and learning. Weekly early dismissal is a practice that is shared with most international private schools worldwide.

Punctuality: Students are expected to be in class on time for lessons to begin at 8:25. Punctuality shows respect for others, classmates, and teachers. Tardiness affects not only the student who is late but disrupts the entire classroom group. Parents are requested to emphasize the importance of being on time with their child. Parents are required to fill out a late-slip from the security gate when arriving after 8:25. Repeated late arrivals can impact student learning and can be recorded on the student's permanent record and report card. In severe cases, where habitual lateness has had ongoing disruptions to the child and/or the classroom learning, families can be asked to look at different school options that would better allow the child to be at school on time.

Absences

Students are expected to be present regularly throughout the year to fully participate in the academic programme. Extended holidays and vacations interrupt and impact the students' educational progress and routines. If your child is absent due to sickness or any other reason, please contact your child's homeroom teacher and inform the school administration.

Planned Absences Other Than School Holidays

It is the school's philosophy that attendance at school is of primary importance. However, there are times when an absence is unavoidable. In such cases, the parent is to contact the office for approval from the Head of School. Once this has been received, the parent or guardian will receive an email confirmation from the office that they are aware of the planned absence. Assignments and assessment may not always be available in advance and may have to be completed upon the student's return. Students are responsible for missed classwork assigned when out of school for non-holiday reasons. If a student has had significant absences that have negatively impacted their progress and achievement to an extent that the student is not ready for the proceeding year level, the school can require a student to be retained for an additional year in the student's current level.

Illness

When a student is ill please email the teacher the evening before or by 08:00 the morning of. If it is later, the homeroom teacher may not see the communication until later that day. In this case, it is best to call the school office at +230 4334439 or email jennifer.chang@cips.me. If the absence exceeds three days, then a doctor's certificate must be handed in to the school office when the student returns to school. While the school's preference is for students to be at school, if children have a communicable illness that can be spread to others, they should be kept at home. Do not risk the health of other students and staff by sending your child to school.

School Closures

Clavis can experience unscheduled closures due to a number of situations outside of the school's control. These can include reasons such as severe weather, unsafe conditions around the school, or imposed government closures (eg, pandemic, holiday/celebration, or civil unrest). During the threat of severe weather, parents should listen to the radio for communiques to know if schools will be open or closed. The Mauritius Meteorological Services (www.metservice.intnet.mu) provides the most up-to-date official weather warnings for the island. All schools must close if there is a cyclone 'Warning Class 2' or if there is torrential rain (defined as receiving 100mm or more of rain within 12 hours). Depending on the situation, Clavis will shift to modified distance learning for that day/those days. In the case of extended closures (as seen during the pandemic lockdown in 2020), the school will revert to full-time distance learning. For further information, please see the Distance Learning section below for more information.

Breaks, Meals, and Canteen

Break Times: As part of the school's learning programme, academics go hand-in-hand with living a balanced and active, healthy life. Break times happen twice a day, during a morning/snack break and an afternoon/lunch break. These times will vary depending on year levels. In Years 1 to 6, these are determined by the overall school timetables and in Pre-Reception and Reception, these are determined by the class teachers and year group. Having opportunities to disengage from the classroom and for a break or recess is critical for student learning and development. These breaks give children's minds time to rest and consolidate learning, while providing much-needed play to develop physically, as well as in social and communication skills, in an open and safe environment.

Snacks and Meals: During these break times students will eat their snack or lunch meals. This is the all-important fuel that will help students concentrate, stay alert, and better understand their learning. For this reason, Clavis promotes good nutrition and health sense and discourages students from bringing unhealthy food items to school, such as candy or sugary drinks. Parents are asked to help encourage a healthy lifestyle and eating practices both in and out of school.

Canteen: Food for snack and lunch can be brought to school or purchased from the canteen. The canteen is an independent operator who, with oversight from the school, establishes and runs the menu and distribution of food for students. For the canteen, please be aware of the following:

- **Hot meals:** If parents or students regularly order hot meals for school meals, it is advisable to provide two boxes ("Easy lock" plastic food containers, around size 20 cm X 12cm in size, and reusable cutlery). No plastic spoons or forks will be available. Hot meals should be ordered at least 24 hours in advance by contacting the canteen (see school contact information above)
- **Vouchers:** These will be available in amounts of Rs100 and Rs200 and there will be no credit facilities.
- **Opening hours:** The canteen will be open from 08:00 until 14:00 (12:00 on Fridays) for the sale of vouchers and food. Parents and students can visit or contact the canteen to place orders for either break. Typically this is done during morning arrival before classroom learning starts.
- **Menu and Food Options:** These are updated monthly and the monthly menu/daily food items will be posted on the school website (www.clavis.mu) each month.

The contact person in the canteen is Jamie Henry who can be contacted at canteen.lbis@gmail.com or 59861001 about anything canteen or food related (2021). Complaints or concerns about the canteen should be first directed there. Otherwise, parents should address them to the Chief Operations Officer at Clavis.

ADMISSIONS OR WITHDRAWAL POLICIES AND PROCEDURES

CIPS is an inclusive school open to all students who, in the school's opinion, will benefit from an inquiry-based, international, English-language education. Any student is eligible for admission if it is believed that his or her academic, personal, social, and emotional needs can be met by the school's curriculum and services. The school will not accept or continue with a student who is not able to be successful in the programme or whose needs cannot be adequately met. The Admissions Team determines the acceptance or denial of an applicant based on previous school reports and a confidential recommendation form, admission information, and the observation or placement assessment at the time of application to determine whether a student is likely to succeed within the Clavis programme. Should it become evident after admission that pertinent information or records were withheld, immediate withdrawal of enrolment may be required. The Head of School has final authority over acceptance, placement, and continuation at Clavis.

Admissions Applications

CIPS accepts applications for all year levels, Pre-Reception through Year 6, according to available capacity and contingent on the outcome of the admission assessments and submitted documentation.

Parents and guardians must agree to the CIPS *Admissions Policy* before enrolment. By signing the application for admission, applicants agree to the admission procedures and the contractual terms and condition. Families seeking admission for their children can find the most up-to-date procedures and requirements on the school website. Applications and admissions requests will be coordinated by the school secretary.

There is a non-refundable assessment fee for all processed applications.

Enrolment conditions

Transfer Certificates

Whenever applicable, students are required to present a transfer certificate from their previous school. This is provided by the parents or guardians.

Indication of Interest

One form per child which also provides a general overview of the student's details. This form must be accompanied by a copy of the child's birth certificate. This is provided by the parents or guardians.

Information Form and Health Record

The information form is different for Pre-Reception to Year 1 than Year 2 to Year 6. This form provides background information on each child's development, strengths, needs, and character. The school will also require submission of health records to ensure students have the physical capacity to do the programme and will not be a health risk to themselves or others. This is provided by the parents or guardians.

Confidential Recommendation Form

This is a confidential form providing information on student's social and emotional development, academic progress and attainment, learning and developmental needs, and behaviour management. This is completed by the previous school/institution and sent directly to Clavis from them.

Placement Observations (Pre-Reception, Reception, and Year 1)

After the applicable forms are submitted, an appointment can be made with the school secretary or Early Years Coordinator for a placement observation. During these times, students are invited to meet with an Early Years' teacher as part of an observation process. Sometimes this will consist of a one-to-one session with that teacher and/or observations of the child's interactions with the classroom environment and other students as part of a group session. The secretary or coordinator will be able to advise on when observation meetings will take place throughout the year.

Placement Assessments (Year 2 to Year 6)

After the applicable forms are submitted, an appointment can be made with the school secretary for a placement assessment. During these times, students will usually meet with the Deputy Head of School where they will complete a written Maths and Literacy assessment.

Additional Requirements for Learning, Language, or Social Support

Should students have additional needs to support their development that is revealed in the submitted documentation or during the observations and assessments, the school can request input and feedback from the Inclusion Team. This includes teachers who oversee learning support (special educational needs), language support (English as an Additional Language – EAL), or behavioural/emotional/social support (counsellors). The school has a limited capacity across these areas and the Inclusion Team may request additional assessments or documentation before determining if the school has the capacity to meet specific needs.

Home and School Agreement

In certain circumstances, it may be necessary to have a Home and School Agreement. This is drawn up in consultation with the relevant teacher of the Inclusion Team. The document outlines certain conditions which aim at addressing the child's needs whilst at Clavis. Parents and the school are requested to sign this contract to confirm that these conditions will be met.

Tuition Fees and Scholarships

The most up-to-date school fees can be confirmed with the accounts department or be found on the school website. Before enrolling, applicants should be aware of the tuition discount of local fees that is only eligible to children born in Mauritius, have a parent who is Mauritian, or who holds a Mauritian passport. All other students are charged the full non-local amounts regardless of residency status. There are other discounts available for families depending on the number of children enrolled. These can be reviewed with the accounts department.

Due to unfortunate circumstances, families might find themselves under severe financial strain and unable to afford or pay tuition fees. While every effort should be made to meet financial obligations, sometimes this could still be beyond the means of a family. A scholarship programme has been established for families to apply if they can demonstrate that they have no abilities to pay all or part of their child's tuition and, as a result, they would have to withdraw their child. Scholarships are at the discretion of the Board of Directors and can be for any percentage on the amount owed. Scholarships are also time-dependent and should not extend beyond the end of a school year. Parents should contact the accounts department or the head of school to request access to the online application process.

New Admissions Placement

The school reserves the right to place students at the most appropriate year level and with the most appropriate class (depending on space and student needs). This decision by the school is based upon careful consideration of the student's age, previous educational history, reports, records, and references. All initial placements are tentative and in rare cases, it may be necessary to adjust the placement after a few weeks. Such decisions are made on the basis of the overall developmental level of the student, not solely on the basis of academic level. Students arriving from schools operating on a northern hemisphere academic calendar will usually have to do one extra term of a year they have just completed, due to the January to November academic year. For example, if students joined in August, after completing Year 2 in July, they would repeat the third term of Year 2 at Clavis before moving to Year 3 in January. Frequently, parents view this as a welcome adjustment period, in which children have time to get used to a new school before beginning a new school year.

Retention, Promotion, and Transitions/Placements

Students move up to the next year group with their age cohort at the start of the next school year. In rare instances where the school considers a child needs more time to develop (socially, emotionally, and/or intellectually) and would benefit from being with a younger age cohort, the school may require that the child stays at the same year level for an additional year. In cases where this could be a possibility, parents are notified by the school during the second term. Discussions take place as to the appropriateness of a possible promotion or retention and the positive and negative points are considered in depth. In some instances, there might be decisions on whether further testing beyond which the school can offer could demonstrate more clearly what precise needs the child has. In the third term, after gathering the necessary data, parents are consulted to assist in the final decision.

The school reserves the right to deny a place at the next year level and at any level to a student whose behaviour disturbs the learning environment and/or threatens the safety and well-being of other students. Similarly, this applies to any student whose continued lack of effort results in unsatisfactory academic progress or to a student whose educational or physical needs can no longer be well-served by the school.

In the third term of each year, Pre-Reception to Year 5 teachers, along with input from the Inclusion Team, review the composition of classes to ensure that the classes moving up will be balanced and heterogeneous with regards to:

- Ratio of boys to girls
- Friendship groups – students who would benefit being together (with feedback considered from students)
- Non-friendship groups – students who would benefit being apart
- Academic attainment levels in Language Arts, Maths, and thinking/processing skills
- Students receiving additional support for learning difficulties, English language acquisition, and/or social development (behaviour)

Groups of students go through multiple drafts with input from the students' current teachers, their past teachers, learning support teachers, and counsellors before they are reviewed by the leadership team. Once groups are created, based on staff feedback and group needs, a teacher in the next year level is matched with the group. It is not school policy for teachers to move up with their students; however, in some circumstances, it may occur.

The school will not accept any parent requests for student placements either in regards to groupings or with teacher selection. The school values parent input and feedback on who a child works or does not work well with, along with the type of learning environment that child might be more successful in. This information will be considered, but if the school accommodates a specific placement request by a parent then the school must accommodate all other parent requests. It is either all or none. Allowing all parents to choose would not contribute to balanced, successful groupings and classes. The school makes the final decision on all student placements and requests that parents respect and trust their decisions and choices.

Withdrawal

Parents who intend to withdraw their child(ren) should notify administration and the homeroom teacher as far in advance as possible of the expected withdrawal date. At minimum, the school requires a month's notice. Reports and Leaving Certificates cannot be released or forwarded to new schools until:

- The Account's Department has verified all updated payments concerning school fees
- All Library books have been returned in good condition

Any refunds of school fees that have been paid in advance are related to the timely notification that a student will be withdrawn.

Continuation to Secondary School (Le Bocage International School)

Families must begin considering what their child will do following Year 6 at least two years in advance. Many families may want their children to continue to Le Bocage International School (LBIS) to continue with the Middle Years Programme (MYP) and Diploma Programme (DP) as the continuation of their IB learning. Clavis and LBIS are not formally connected and each school administers individual programmes and calendars; however, the two schools have some informal agreements to support the transition of Clavis students into LBIS. It is not an automatic transfer into Form One at LBIS from Year 6 at Clavis and students who have not been at Clavis before Year 6 may be required to take entrance assessments. Additionally, students who have struggled or have required significant learning support while at Clavis may also be required to take entrance assessments. These assessments are done at the discretion of Le Bocage and there are no guarantees that every Clavis student will be accepted. LBIS can support students who may require additional learning or developmental support, but their resources and spaces are limited. The sooner families apply to LBIS the higher their priority will be for acceptance. Therefore, families are encouraged to begin the process at the start of Year 5. Additional information about applying to LBIS can be found on their website and at <https://lebocage.openapply.com>.

THE LEARNING AND TEACHING PROGRAMME

Curriculum Framework

The philosophy of teaching and learning at Clavis is based on the pedagogy of inquiry and the philosophy of the IB's Primary Years Programme (PYP). Through inquiry-based teaching methods and approaches, students at Clavis will have opportunities to develop their skills and knowledge while becoming lifelong learners with an open-mindedness towards the perspectives of others. The school wants students to be internationally-minded citizens who leave with the knowledge, skills and attitudes that enable them to participate actively and successfully in a global society.

The IB describes the framework:

The Primary Years Programme (PYP) offers a transdisciplinary, inquiry-based and student-centred education with responsible action at its core, enabling students to learn between, across and beyond traditional subject boundaries.

The framework serves as the curriculum organizer and offers an in-depth guide to achieve authentic conceptual inquiry-based learning that is engaging, significant, challenging and relevant for PYP students.

Through the programme of inquiry and by reflecting on their learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile. Informed by constructivist and social-constructivist learning theories, the emphasis on collaborative inquiry and integrative learning honours the curiosity, voice, and contribution of the students.

The pillars of the PYP curriculum framework

The transdisciplinary model extends across all three pillars of the PYP curriculum framework—the learner, learning and teaching, and the learning community.

- **The learner:** describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)
- **Learning and teaching:** articulates the distinctive features of learning and teaching (how best to support learners?)
- **The learning community:** emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)

Agency, self-efficacy and action

Agency and self-efficacy are fundamental to learning in the PYP. Throughout the programme, the learner is an agent for their own and others' learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, build a sense of community and awareness for the opinions, values and needs of others.

Action, the core of student agency, is integral to the PYP learning process and to the programme's overarching outcome of international mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally-minded and to appreciate the benefits of working with others for a shared purpose.

<https://www.ibo.org/programmes/primary-years-programme/curriculum/> (Dec. 2020)

The Learner Profile: Clavis follows the aim of the IB programme 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 10 attributes of the IB Learner Profile are represented and reflected within everything Clavis does. Clavis wants learners to strive to be:

- | | |
|-----------------|---------------|
| • Inquirers | • Open-Minded |
| • Knowledgeable | • Caring |
| • Thinkers | • Risk-Takers |
| • Communicators | • Balanced |
| • Principled | • Reflective |

The Five Essential Elements: The PYP is a framework for learning important knowledge, concepts and skills as well as a philosophy of education into which the curriculum fits. The PYP is inquiry-based with a transdisciplinary approach and aims to develop five essential elements:

1. *Attitudes* are the expressions of values, beliefs and feelings about learning, the environment and people, which include appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.
2. *Concepts* are the powerful ideas that have relevance within the subject areas. These overarching ideas transcend individual subjects and link the program, enabling students to explore and re-explore them to gain an in-depth, coherent understanding.
3. *Skills* are taught as we know that in order to be lifelong learners, we must equip students with the necessary skills for learning. The skills emphasized within the program include thinking skills, social skills, communication skills, self-management skills and research skills.
4. *Knowledge* is the significant and relevant content that Clavis believes students should explore and know. This element has six subject areas including Mathematics, Language Arts (English and French), Social Studies, Science, PSPE (Personal, Social and Physical Education) and the Arts. Each of these subject areas then further outlines the overall expectations at each age range. These six subjects are then encompassed by six 'transdisciplinary themes' that are considered essential to international education. These themes are covered each year, in every year level (except for Pre-Reception and Reception which can elect to cover four per year) through integrated units of inquiry and include *Who We Are*, *How We Express Ourselves*, *Where We Are in Place and Time*, *How the World Works*, *How We Organise Ourselves*, and *Sharing the Planet*.
5. *Action* is the final essential element. It is the demonstration of deeper learning through responsible behaviour. Action is how students show that they have put the other four essential elements together in their own lives and have done something with the skills, knowledge, concepts and attitudes they have learned.

In the Early Years (Pre-Reception to Year 1), the PYP essential elements are bolstered by a centres-based approach to play-based learning which uses the environment as a third teacher. These first years of schooling are critical to a child's development as students explore early literacy, numeracy and the world around them through science and social studies concepts. Different school spaces are used for creative play, allowing children opportunities to develop socially, emotionally and academically. Small group and individualized learning are integral to developing skills at a student's own pace.

In Years 2 to 6, students are also challenged at their own pace through small-group learning. Classrooms use tables to organize students flexibly throughout the day according to ability, interest, or prior knowledge around a subject or a skill. Learning spaces do not have desks in rows, as students are encouraged to interact, discuss, work, and collaborate together to develop their foundational skills and to pursue personal lines of inquiry.

Sharing Learning

Assemblies are hosted on the Assembly Terrace during different days of the week according to a pre-arranged schedule. These school and year level gatherings allow students to celebrate IB values, promote school spirit, and, most importantly, celebrate the academic accomplishments of our students and support their learning. Students also develop confidence and stage presence in addition to learning acceptable audience skills. Due to space and time constraints, no seating, and a focus on sharing learning rather than performing, parents are generally not invited to weekly assemblies. Every year group does participate in music and/or performance assemblies each year when parents are invited and encouraged to support. On alternate calendar years, a larger multi-year level theatrical production is performed for the school community.

Parent-Teacher Conferences take place twice a year during Term 1 and Term 2. These are held to discuss students' progress, celebrating successes, and identifying learning goals. These are two-way conversations to ensure there is a shared understanding between teachers and parents/guardians on the progress and attainment of each child.

Student-led Conferences take place once a year during Term 3. This is a time for students to show parents their yearlong learning, and how they use their knowledge and skills from different subject areas. This is an important event during the year, as it allows the child an opportunity to reflect on their goals and what they have accomplished and demonstrate their ownership of their learning.

Additional conferences can be scheduled throughout the school year by request of either the teacher or the parents. Parents should always seek out teacher feedback if they would like any additional information on their child's progress, learning, and development at school.

Portfolios are a critical record of each student's personal learning journey, providing evidence of their ongoing progress and development, and a celebration of their continued achievements. Seesaw is used for each students' online portfolio of their work and learning. Teachers, parents, and students have private access to the work samples and can offer comments and feedback to reflect on the work. All families are required to have the Seesaw application on their devices of choice or connect through the Seesaw website. Seesaw also serves as the primary tool for communication between the classroom and home. Additional information about Seesaw can be found at their website, <https://web.seesaw.me>.

Reports are available to students and families at the end of each term through the parent login portal in the ManageBac platform. It is important to understand that assessment in the Primary Years Programme at CIPS provides students, parents and teachers with information on student performance across subject areas, in their development of knowledge, skills, concepts and attitudes. In the developmental programme at Clavis, teachers use a variety of assessment tools, including observations, to document where a child is in relation to the expectations for their age at a particular time of year. Going beyond just paper and pencil tests, assessments include a wide variety of options for students to demonstrate their learning. Teachers rely on various learning experiences, group and individual work, observations, performances, and projects to shape a holistic picture of each child's learning.

The term reports try to include assessment and progress feedback on all areas of learning. Students are given a developmental descriptor that aligns to each student's degree of achievement and understanding. These descriptors range across **Extending** (the student is able to consistently demonstrate learning beyond expectations), **Consolidating** (the student is independently and consistently within range of year group expectations), **Developing** (the student is within range of year group expectations with some support), and **Emerging** (the student is beginning to work towards year group expectations). Typically, receiving an indicator of "Consolidating" means students are within the range of year-level expectations. For students in Early Years (Pre-Reception to Year 1), an indicator is not given but rather a descriptive narrative detailing key elements of your child's learning development. All Early Years classroom grades from homeroom teachers show N/A (Not Applicable). For other reports, if students have stayed at the same indicator as the last term then they have made appropriate progress, since expectations in the work have increased between terms. This means that students were able to make continued progress in line with these advances to maintain the same grade. If a student's grade indicators increase between terms then that student made better than expected progress, and vice versa if grades decreased.

Grades are based on student achievement at the time of the report submission. They represent the level of understanding, skill, and knowledge that students had at the end of the term and they are not an average from throughout the term. In learning areas outside of Early Years where N/A was recorded, this indicates that this subject area was not yet explicitly taught or students have not done sufficient learning or assessment for the teacher to be able to qualify a grade at this time.

Parent Workshops or Information Sessions offer opportunities for the school or particular school departments to provide information sessions or workshops on a wide range of topics connected to the school and student learning or development. These sessions typically take place two or three times a year and will be announced on the school calendar.

Weekly communications and newsletters are sent by homeroom teachers every two weeks through Seesaw. This notice provides an overview of what the students have been learning and engaged with during the past week in their classes. Teachers also share learning plans and activities that students will be engaged in during the coming week. The *Clavis Chronicle* is sent to all families from the school administration at the same time. The *Clavis Chronicle* is meant to keep the school community updated on school-wide events, information, and activities that impacts everyone.

Inclusion and Student Support Services

The PYP is implemented as an inclusive programme and the school is committed to the principles of equality of educational opportunity so that every child be given the maximum opportunity for educational development in an atmosphere of trust, mutual respect, and open-mindedness. Provided that resources and personnel are sufficiently available, CIPS welcomes children from diverse schooling backgrounds, with a range of learning styles and academic abilities. It provides differentiated learning and instruction in the classrooms and through the onsite help and support with the Inclusion Team teaching staff. These form three different areas of support: Special Educational Needs, Counseling, and English as an Additional Language (EAL). The use of any of the inclusion services is not optional for families to choose. If the school determines that support in any of these areas is in the best interest of the student then they will step in whenever necessary.

Special Educational Needs (SEN) staff support programmes for students who require moderate academic support in order to be successful in the mainstream classroom. This programme has specific qualifications and guidelines as Clavis maintains a measured proportion of those requiring support for the benefit of all students enrolled at the school. In cases where students require significant support to access the programme, a full-time Assistant/Additional Learning Specialist (ALS) would be required and overseen by the SEN staff. The additional cost of an ALS teacher is covered by the family and is a negotiated living-wage privately managed between the family and ALS.

Counselling at Clavis is designed to offer services that promote the personal, social, emotional, and educational development of students. The counsellors work closely with students, parents, administration, and teachers to create a successful school experience for all students. Counselling and guidance is often preventative in that it addresses the developmental needs of students before problems arise by connecting to the curriculum. When students experience periods of difficulty or on-going behavioural support is required, counsellors provide support by assessing student needs, recognizing their abilities and forming strategies to help them achieve their potential.

English as an Additional Language (EAL) is a service for students whose low level and understanding of English communication skills significantly hinders their access and participation across the learning programme. The EAL facilities use a combination of pull-out and push-in classroom services to help a student acquire an English level high enough to participate in the regular classroom teaching and learning. Specialized EAL support is only offered to students in Year 2 to Year 6. In Pre-Reception to Year 1, homeroom teachers support the development of language within their regular programme.

Home Learning (Homework)

There is a tremendous number of studies and amount of research on the impact of additional schoolwork outside of school hours (ie, home learning). Some of the key repeated findings are:

- There is no positive correlation between homework and achievement for students before middle school.
- Consistent reading for pleasure is directly linked to higher test scores.
- Children who read for pleasure are likely to perform better in school than their peers.

As a consequence of the research and discussions into what is good for students, each year level team from Year 2 to Year 6 has collaboratively developed a set of essential agreements for how home learning will look across each year group. The common threads among all year-level agreements are 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. It is not graded or assessed, nor should it be part of a summative assessment.
- Homework will always emphasize the importance of reading daily.
- Homework should help children develop basic study routines at home without pressurizing them unnecessarily.
- Homework should not be completed at the expense of students leading a healthy, balanced life – which should include relaxation, exercise, time with family, and play.
- Additional homework should involve an element of student choice to allow children and their families to manage their at-home time effectively.
- Homework should not be parent work.

Clavis values open communication. Clear and reasonable expectations will be given to students and parents in each year level at the beginning of the term.

Suggested Year Level Time Allotment for Home Learning (This includes reading for pleasure)

PR – Year 1	Learning extensions on occasion
Year 2	10-20 minutes – 3 days per week
Year 3	10-20 minutes – 4 days per week
Year 4	20-30 minutes – 4 days per week
Year 5	30-40 minutes – 4 days per week
Year 6	40-60 minutes – 4 days per week

DISTANCE LEARNING

Distance learning designates the experience students will have when school remains in session but when students are unable to physically attend school because of campus closure (eg, due to health warnings, weather warnings, disruption to the physical environment). While distance learning does replicate onsite learning, Clavis teachers can deliver effective instruction that allows students to meet expected standards in an online environment.

The success of distance learning is a partnership and is dependent on careful planning by faculty, appropriate student motivation and engagement, and strong parent support for alternative modes of instruction. The result of such learning experiences will expand student academic progress and attend to student social and emotional well-being.

When required, Clavis will offer a blended learning model, which includes both an asynchronous learning environment as well as synchronous, real-time engagements. An asynchronous learning environment is a learning environment that does not require participants, teachers, and students to be online at the same time. Since a shared time schedule cannot always be aligned between teachers (who are at home or at school) and students at home, this is an essential part of the distance learning plan. Synchronous, real-time engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real time. A meta-analysis and review of Online Learning Studies from the US State Department of Education indicates that blends of online and face-to-face instruction, on average, had stronger learning outcomes than did face-to-face instruction alone.

The Clavis distance learning programme is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students at any time;
- Synchronous engagements to support learning and socio-emotional well-being of students through real-time engagements;
- Limited and/or variable online access to technology and internet for some students;
- Extended flexible timeline for distance learning delivery (at least, if not more than two weeks); and

- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation.

Distance Learning Platforms

The following online platforms support both distance learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. **CIPS.me email** and **Seesaw** messaging are the primary communication tools used to contact and communicate with Clavis families. During extended periods of distance learning (as opposed to a few days due to weather, for example), the Seesaw blog feature will be used for each year level to post information and videos.
2. **Seesaw** and **Zoom** are the primary online distance learning platforms across all year levels
3. Depending on year level, **IXL.com** (literacy and math) and **RAZ-Kids.com** (reading) will be utilized

In some situations, due to year level needs or prior experience with them, students have also used Google Classroom, Khan Academy, and BrainPop, among others.

Roles and Responsibilities – Students

Depending on age and year level, students should work to:

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher(s)
- Check appropriate online platforms for information on courses, assignments, and resources daily
- Attend, as much as possible, the regular synchronous engagements offered by each of their teacher(s)
- Identify a comfortable and quiet space to study/learn
- Engage in all learning posted with academic honesty
- Submit all assignments in accordance with the provided timeline and/or due dates
- Ensure own social and emotional balance by keeping healthy habits

Roles and Responsibilities – Parents

Parents can support their child(ren) in their learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime)
- Engaging in conversations on posted materials, assignments
- Monitoring time spent engaging in online and offline learning including variables like that of preferred learning times (morning, afternoon, evening)
- Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of their child's teachers
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play

Contact for Questions Related to:

Course work, an assignment, a resource - Relevant teacher (through Seesaw or email)

A technology issue / request – IT Manager (thierry.gardenne@cips.me)

Any other issues related to distance learning – Year level team leader or administration

ASSESSMENT

Assessment is always integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process. All PYP schools are expected to develop assessment procedures and methods of reporting that reflect the philosophy and objectives of the programme and Clavis is no different.

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers are actively engaged in assessing the learner's progress as part of the development of their wider critical-thinking and self-assessment skills.

Teachers are always mindful of the particular learning outcomes on which they intend to report, prior to selecting or designing the method of assessment. They need to employ techniques for assessing students' work that take into account the diverse, complicated and sophisticated ways that individual students use to understand experience. Additionally, the PYP stresses the importance of both student and teacher self-assessment and reflection. It is important that everyone doing assessments, including the students, understands the reason they are doing it. What is also important is that the data and information collected comes from multiple sources to ensure accuracy and authenticity. Most assessment information is collected formatively, meaning it is ongoing and collected from day-to-day work rather than as a summative assessment, which comes at the end of something. Both are valid, but they serve different purposes.

A collection of base-line assessments are done at the beginning of the year to establish individual and class strengths and areas for next-steps in learning. These are repeated each term to check for expected progress and growth, and to help realign teaching and learning focusses throughout the year. Clavis does not do end-of-year exams to evaluate students. Instead, data comes from the ongoing variety of assessments, observations, and daily work to establish a complete picture of each learner.

Effective assessments allow teachers to:

- inform every stage of the teaching and learning process
- plan in response to student and teacher inquiries
- develop criteria for producing a quality product or performance
- gather evidence from which sound conclusions can be drawn
- provide evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts

EDUCATIONAL AND SPORTS TRIPS

Field Trips

As part of their education, children will occasionally be taken to places of interest around the island, either before, during, or following a Unit of Inquiry. Field trips are encouraged for educational purposes, provided such trips are properly planned, take all necessary safety precautions, and have been approved by the PYP Coordinator and the Head of School.

A field trip:

- will involve a specific class or year level;
- is intended for all students in the class(es);
- extends relevant learning outside of the classroom;
- has an identifiable educational objective;
- includes preparing the students for the activity and follow-up evaluation/reflection; and,
- each trip will be assessed with regard to the level of supervision, dependent on the age of the students, and the activities undertaken.

Parental permission is required for all field trips. The Unit Leader, PYP Coordinator, and the Head of School must approve all arrangements and schedules at least one week before the planned trip. If the trip involves unusual distances, duration, or activities, the PYP Coordinator and Head of school should be informed before any information

has been shared with students or parents, at least one month prior to the event. Parents must be informed at least two 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 will be included on the parental permission slip and only those students whose parents approve their transport in this manner will be permitted to participate.

Extended/Overnight School Trips

As part of the programme and to impart specific skills and responsibilities as part of the learning experience, students sometimes have opportunities to attend overnight experiences. While these are a part of the learning programme and students are encouraged to participate, parents may choose to allow their children to join these activities. Currently, Clavis has two extended/overnight trips that are typically done every year.

- Year 5 is offered an opportunity for a 'Camp de Vacances' which is usually held during the Term 1 holiday in March/April. This is organized by the PE department and details and costs 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. 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 reduce the cost per family.

Detailed information about the extended school trips will be communicated by the teachers in the respective year levels at the beginning of these years.

SCHOOL-WIDE BEHAVIOUR EXPECTATIONS

Behavioural Guidelines

CIPS has behaviour guidelines that are intended to create consistency across the school while allowing common sense to determine the appropriate consequences for an action. As a school, one of the staff's responsibilities is to help students make good behaviour choices as part of their holistic development. This is accomplished by reinforcing positive behaviours, but also by correcting behaviours in a way that maintains dignity and allows for additional opportunities to "get it right". See *Appendix Two: CIPS Behavioural Guidelines Chart*.

Student Rights and Responsibilities

Clavis believes that all students should have the opportunity to develop to their fullest potential and that a positive academic and social climate is necessary for that success. The school believes that the responsibility for establishing this climate is shared by students, staff and parents as Clavis guides students to become progressively more self-disciplined and responsible, able to work independently and cooperatively. To reach that end, the school will provide a positive learning environment that is developmentally responsive to the academic, social and emotional needs of students.

The school environment, both in and out of the classroom, encourages international-mindedness through the IB Learner Profile. Part of the learning process involves making decisions and mistakes; however, the school expects students to learn from their mistakes and demonstrate growth. CIPS staff uses a positive discipline approach that encourages students to make the right choice rather than only stopping the poor choice.

The following is a statement of student rights and responsibilities. It is through mutual acceptance of responsibilities that rights exist.

- Every student has a right to a relevant education.
- Every student has a responsibility to:
 - take materials to class;
 - complete and turn in assignments on time and give every task their best effort.

- Every student has a right to be safe and secure in the school community.
- Every student has a responsibility to respect the security of others and deal with conflict in an appropriate manner.
- Every student has a right to expect reasonable and socially responsible behaviour from others.
- Every student has a responsibility to treat themselves and others with respect by speaking and acting in a socially responsible manner.
- Every student has a right to a positive learning environment.
- Every student has a responsibility to follow class rules by:
 - being seated by the time class starts;
 - listening attentively and following directions;
 - giving others an opportunity to learn;
 - remaining in class until dismissed by the teacher;
 - moving through the buildings in an orderly manner.
- Every student has a right to be part of a school of which they can be proud.
- Every student has a responsibility to take pride in the school by helping maintain the campus, the buildings, and all materials and equipment.
- Every student has a right to his/her good name.
- Every student has a responsibility to respect the reputation of others.

Detention, Suspension, and Expulsion

When positive redirection fails, and as incidents warrant, including a disregard for classroom rules and/or handbook regulations, a variety of consequences including detention, suspension or expulsion may result.

- In some instances, the loss of a specific privilege at school is sufficient disciplinary consequence. This is determined by the misbehaviour and decided by the Headmaster or their designee.
- Missed break time or losing privileges may be assigned during school hours at breaks and/or lunch or after school hours as necessary. This is also in keeping with the understanding that breaks are an important part of student learning and should only be impacted if there are no other alternatives.
 - If assigned by a teacher, the detention is generally held in his/her classroom.
- For more serious issues, suspensions can follow and maybe issued as in or out of school as determined by the Headmaster or their designee.
 - The student is responsible for obtaining and completing any assignments during the period of absence due to suspension.
 - A student may not be on campus for any event during a suspension.
- Indefinite suspension may be used after previous suspension(s) have not been effective in modifying student behaviour.
- Expulsion (mandatory withdrawal from the school) may be the consequence for serious and/or repeated infractions. Expulsion excludes the student from ever being on the campus again.

Bullying

CIPS defines bullying as student behaviour that includes elements of being targeted, one-sided, malicious and intentionally repeated towards another student or students. Forms of bullying include, but are not limited to, physically hurting another person, social exclusion, name-calling, gossip and rumours, stealing or breaking other's property and harassment based on gender, ethnicity, race, etc. These are forms of bullying whether they occur in person or on the internet.

Any confirmed offence will result in disciplinary consequences including suspension and/or eventual expulsion from the school. There is no excuse for intimidating or harassing another person.

It is an expectation that every student and parent/guardian adhere to the counter-bullying agreement. See *Appendix Three: Counter Bullying Agreement* to discuss and share with your children.

Discrimination

Clavis is a safe environment where multi-cultures, multi-ethnicities, multi-faiths, and multi-abilities interact through acceptance and mutual respect and understanding. All students will be treated respectfully regardless of their backgrounds, abilities, or gender. Any form of discrimination or harassment is not acceptable and any person found to maliciously engage in this behaviour will result in disciplinary consequences including suspension and/or eventual expulsion from the school.

Academic Integrity/Honesty

Honesty in schoolwork requires that students do their own work. To take ideas, writing or thoughts from someone else and pass them off as one's own is plagiarism and is considered a violation of academic integrity and honesty. Plagiarism means submitting words or ideas that are not your own without acknowledging and giving credit to the original author. This includes copying another student's work or assignment in whole or in part and submitting it as your own.

AFTER-SCHOOL / EXTRA-CURRICULAR ACTIVITIES

Outside of the standard framework of the educational curriculum, Clavis seeks to provide opportunities for students to learn new skills and ignite new passions. Extracurricular activities are a vital element in any child's development, often building on lessons and learnings that begin during school hours. The school organizes optional after-school activities each term which run for the duration of that term. A list of activities to be offered is announced each term with the respective fees and charges. Activities offered may include opportunities such as arts & crafts, football, athletics, computers, archery, drama, music tuition, or foreign languages, as some examples. If parents have ideas or would like to propose an extra-curricular activity to run after school, they should speak to school administration about guidelines and expectations.

HOME-SCHOOL COMMUNICATION AND ENGAGEMENT

Clear and regular communication between families and school is a high priority at Clavis. Families will receive notices and updates throughout the year about classroom and school events, policies, and information relevant to our community. The majority of communication about classroom and school updates will come through Seesaw (classroom) or the Clavis Chronicle newsletter (whole school) which is emailed to families. For specific contact with individuals between parents and the homeroom teacher, this will be done through Seesaw (or sometimes email). Between parents and school administration, this will be done through email or phone. See section: **The Learning and Teaching Programme / Sharing Learning** to understand the other formats that Clavis uses to communicate learning.

Parent Visits to the Classroom

During the school year, parents are welcome to visit the classroom "at work". Please contact the class teacher in advance before making classroom visits. Discussing a student should not happen during teaching and preparation times, particularly without warning. Parents must respect these important times. Meetings with teachers should be scheduled to avoid teaching and learning disruptions. Discussion about your child should be avoided when other students or parents are present. If parents must contact their child during the day, or a classroom teacher, and have not made prior arrangements, parents should contact the school office for assistance, who can then relay the information or message. Do not go directly to the classroom during school hours. This will disrupt the learning of others. Parents must never interfere or stop the teaching and learning taking place by the teacher.

Parent Questions, Issues, and Concerns

When questions, issues or concerns arise throughout the year, parents are strongly encouraged to first speak with the appropriate teacher. The vast majority of questions and misunderstandings are solved by asking questions and seeking clarification. Families come from different backgrounds and the image of what a school is about can vary

widely from person to person. If parents have a question, go directly to the source by contacting staff in person (arranging a time to talk in advance) or by phone or through email. While some parents will often seek out the Head of School, another administration staff, or a Parent-Teacher Association (PTA) representative, this is often inefficient and creates misunderstandings or wastes time. That person must then act as an intermediary between the parent and the person who is best suited to answer your question or concern. Please consider communicating with the following people depending on questions or concerns.

Clavis Contact Guide

Contact Person	Questions or Concerns About
Homeroom Teacher	Classroom learning, classroom/year level events, behaviour (your child or others), teaching assistant, reports, accessing online programmes, home learning, student progress, field trips
Specialist Teacher	Specialist subject learning, behaviour or incidents that occurred during specialist class, subject curriculum
Year Level Team Leader / Lower Years Coordinator	A year level teacher, year level teaching assistant, year level curriculum, unsatisfactory answers/feedback from the homeroom teacher
Specialist Team Leader	A specialist teacher, specialist teaching assistant, subject curriculum, unsatisfactory answers/feedback from a specialist teacher
Inclusion Team Leader	Learning support, EAL, counselling
PYP Coordinator	School-wide written and taught curriculum, IB and PYP information, authorization
Deputy Headmaster	Teacher or teaching assistant concerns not appropriate for team leader, behaviour issues unable to be resolved by the teacher or team leader, PSAC testing and preparation, duty supervision
Accounts Manager	School fees, scholarships, refunds
PTA Representative	School store, PTA events
PE Team Leader	Sports competitions, coaching
Administration	Extra-curricular / After-School Activities
Nurse	Health policies, injuries/illness when teacher not involved
Secretary	Admissions, enrolment, school calendar, school tour bookings, appointments with Head of School
Receptionist	General inquiries
IT Manager	Seesaw/IXL/RAZ-Kids/ManageBac when an issue is unable to be resolved by the teacher
Chief Operations Officer	Bus, traffic, canteen, security, campus safety, maintenance, school operations (non-educational)
Head of School	Leadership or administrative staff, unresolved or unsatisfactory feedback from other contact people, policy questions, schedule issues, strategic and long-term planning, facilities development

Legal Status of Guardianship

All communication about a student will only take place with either or both biological or adoptive parents who are registered with the school. Communication can be shared with individuals beyond the student's parents or legal guardians only with expressed written permission from the parents/guardians or through a provided written court order. Communication and contact will not be withheld from any student's parent unless a written court order is provided to the school that expressly forbids this.

SCHOOL UNIFORM

Pupils should conform to the appropriate school uniform rules at all times and have a sense of responsibility and respect in ensuring that all personal belongings are properly cared for and labelled with their name and class.

The official Clavis school uniform and school items are available in the PTA School Shop on campus. Order forms are also available from the school website (<http://www.clavis.mu>) and examples can be found in *Appendix Four: CIPS Uniform Examples*.

The daily school uniform consists of:

Pre-Reception and Reception	Year 1 to Year 6
<ul style="list-style-type: none"> • Clavis PE shorts • Clavis polo shirt • Safe, good traction, closed-toe shoes suitable for play • Clavis red jumper (recommended) • Clavis skirt, formal trousers, and shorts (optional) 	<ul style="list-style-type: none"> • Clavis blue shorts or skirt • Clavis shirt or polo shirt with logo • Clavis red jumper/vest with logo • Plain white socks above ankles • Plain dark shoes or plain-coloured trainers

The PE uniform is to be worn only on PE days. It should not be mixed with items from the daily school uniforms.

Pre-Reception and Reception	Year 1 to Year 6
<ul style="list-style-type: none"> • Clavis PE shorts • Clavis polo shirt • Safe, good traction, closed-toe shoes suitable for play (Velcro recommended) • Clavis school cap • Clavis red jumper (recommended) 	<ul style="list-style-type: none"> • Clavis polo or t-shirt with logo • Clavis blue sports shorts or tracksuit • Trainers / running shoes • Clavis school cap

On swimming days (not Pre-Reception):

Reception to Year 6
<ul style="list-style-type: none"> • Clavis swimsuit, trunks or wetsuit • Swimming cap • Trainers should be worn to school, but “flip-flops” or sandals that are suitable to get wet may be brought for wearing at the pool only • Generally, to ease changing, students should come in their Clavis PE kit. Teachers will update families on any additional requirements.

Additional Items and Requirements

- Students should have a suitable bag. Do not purchase unnecessarily large packs or packs with wheels. Bags must fit in the provided classroom space and should be able to be carried comfortably and independently by each child.
- A container and water bottle is needed for lunch and snack. Make sure that these are items that children can open and close independently and will not leak. An optional Clavis lunch bag is available in the school shop.
- The Clavis school cap is highly recommended for health and safety reasons each day when outside, along with sunscreen protection.
- The Clavis library pouch and the apron for art lessons are compulsory for all students.
- Students may wear small stud earrings as the only jewellery. Due to safety concerns and to limit distractions in class, students are advised not to wear rings, bracelets or other jewellery. Hairstyles or nail polish that can distract from learning is not permissible.
- **All personal items must be clearly labelled with the student’s name and class.**

If a student is not able to wear the proper uniform for any reason, parents must inform the class teacher to get permission.

THE PARENT-TEACHER ASSOCIATION (PTA)

Our active parent group supports the development of a sense of unity and community among parents, faculty, administration, students and staff by cooperating in different capacities to enrich the lives of the students and guide parents toward a better understanding of the aims and philosophy of Clavis. The achievement of these aims relies upon the cooperation of every parent.

All parents of students enrolled at Clavis are automatically members of the Parent-Teacher Association. It is an important part of our school community and we encourage all parents to get involved and support PTA activities throughout the year. An established Constitution and By-Laws are followed. Parent leadership elections from the entire parent population are held every two years or at the discretion or need of the PTA administration.

TRANSPORTATION AND BUS SERVICES

School Bus Services

Bus transportation to and from Clavis is available through private individual drivers. Parents are not restricted to the use of the service and are welcome to investigate alternative bus transport services should they desire at their own expense and risk. The bus service is a privilege, not a right, and bus drivers are encouraged to suspend or remove services to students who cannot follow ridership rules. Clavis expects students to behave in a manner that is in line with school rules when riding on any bus. If there are any concerns or issues with your child's bus, please contact the bus driver directly. If parents were not able to resolve the issue, parents are encouraged to contact the Chief Operations Officer at Clavis.

Bagatelle Shuttle Service

Sometimes the school will make arrangements for an after-school shuttle service to ferry students to the Bagatelle Mall parking lot, near the school. This is to help alleviate traffic congestion that can occur around the school during dismissal times. This is a paid service that is currently being covered by the school (as of 2020). Cost and availability of the service is regularly evaluated and at the discretion of the school.

Driving and Parking Behaviours

Private vehicle drivers (and parents) must adhere to school driving and parking requirements and will be reported to authorities if in violation of safe driving practice. All drivers must proceed carefully and slowly on campus and outside the school at all times. Everyone is expected to follow the direction of our security guards. Anyone driving unsafely or not being respectful or courteous to staff, students, and other parents will not be allowed to park on school grounds.

Parking Lot Availability

The school has limited parking spaces and does not have enough room for the number of families attending Clavis. As a result, a combination of bus services, after-school activities, and staggered dismissal times are in place to support with traffic and parking demands. Please note the following during afternoon dismissal times:

1. Pre-Reception, Reception, and Year 1 parents have priority access to the parking lot until 14:10 on Monday to Thursdays and until 12:00 on Fridays.
2. Year 2 to Year 6 parents will be free to park in the lots after 14:10 on Mondays to Thursdays and after 12:00 on Fridays (35 minutes before student dismissal).
3. Parents from all year levels are free to park in the lower roadside parking below the canteen at any time.

GENERAL CAMPUS RULES AND REGULATIONS

Visitors on Campus

Visitors to the school generally fall into four categories: parents, professional visitors, family applicants, and contract labourers. Parents who wish to visit a classroom should be referred to the administration office unless previously cleared and/or invited by the classroom teacher. Parents should be encouraged to participate in the life of the school where possible but must not drop into learning areas unannounced to prevent disruption to student learning. Anyone arriving on campus outside the pick-up and dismissal times must go through security protocols and register at the front gate before going to the reception.

Leaving Campus

Students are to remain on campus at all times during the school day. If students must leave the campus for health reasons, the school nurse will call parents. If a parent wishes to take their child out of school before the regular dismissal time, the parent must notify the administration office. The student may be picked up from reception or the nurse at the designated time. Parents are asked not to go directly to the classroom during instructional time to get a student, but instead are to wait in reception while a member of staff collects the student and brings them to the parent. When leaving the campus with their child(ren), parents must ensure that the homeroom teacher and reception have been informed.

Damaged or Lost School Property

Parents of students will be charged for school property that is lost or damaged by a student. Parents should contact the Library staff to inquire about the cost of missing or damaged books.

Cubbies

Depending on year levels, students will have a cubby or bag space allocated to them in their homeroom class. Students should not keep any valuable items in their cubby as the school will not be responsible for any valuables that go missing including jewellery, money, mobile phones, games, etc. Unfortunately, even in the best of schools, there are people who will make poor choices and may not respect the belongings of others.

Mobile Phones and Other Electronic Devices

Non-essential items are strongly discouraged from being brought to Clavis, as they can distract from learning and can become broken, lost, or stolen. Should a student bring mobile phones, electronic devices or items of value to the school, Clavis assumes no responsibility for replacing these items if lost, stolen, or damaged.

Mobile phones should never be used or be taken out of school bags during the day, as phones are available at Reception and in some year levels should a student need to use one. If mobiles are seen during the day, the student will be asked to put it in their cubby/bag. Upon further use, the phone will be confiscated and can then be picked up by a parent from the teacher or office. There are times when personal mobile devices will be used to support learning during class time and the teaching staff will make it clear when it is appropriate to use such devices.

Gum, Candy and Carbonated Drinks

In an effort to maintain our facilities, Clavis is a gum-free campus. Candy and carbonated drinks are not permitted for sale to students on campus. Clavis promotes good nutrition and health sense and discourages students from bringing these food items to school. Parents are asked to encourage a healthy lifestyle and eating practices both in and out of school.

School Phone Use

Use of any school phone is restricted for emergency situations. A phone is available for student use with permission in Reception or the teacher. School phones are not for making personal arrangements (eg, play dates).

Smoking and Substance/Alcohol Abuse

Smoking anywhere on campus is prohibited for everyone. Any parents suspected of being under the influence of drugs or alcohol while on campus will be reported to legal authorities immediately. Any behaviour that could put the health or well-being of anyone at risk is forbidden.

General School Safety

Students are expected to abide by all safety procedures and behaviours explained by staff and teachers. A student should never be alone or unsupervised in any area on campus.

Animals and Pets on Campus

Animals and pets should not be brought on to the school's campus without prior approval. If for learning purposes, a request is made to bring an animal on to the campus or into the building, then prior approval must be granted from a member of the leadership team. Bringing animals on campus can potentially serve as a safety risk for people due to aggressive behaviours by the animal or due to allergies. Additionally, the animal's welfare must be considered and they should not be subjected to treatment or situations that could cause them stress or anxiety.

DATA PROTECTION POLICIES

Personal Data

Clavis collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable the school to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

Schools have a duty to be registered, as Data Controllers, with the Data Protection Office (DPO) of Mauritius detailing the information held and its use. Clavis and its employees do everything within their power to ensure the safety and security of any material of a personal or sensitive nature, including personal data. It is the responsibility of all members of the school community to take care when handling, using or transferring personal data that it cannot be accessed by anyone who does not a) have permission to access that data and b) need to have access to that data.

Photographs and Video

Students' work and school life are regularly captured on digital images and video. This is a requirement in documenting the learning progress in student portfolios on Seesaw. In some situations, pictures are used as part of the learning or inquiry cycle to aid in learning and might be posted within a student's classroom. Additionally, in many instances, teachers will video or photograph students as part of their assessment process and procedures, documenting student skills or activities as part of the teacher's evaluation or for student self-reflection. Situations like these are a condition of enrolment at Clavis. Except for images and videos that have been uploaded onto each student's private Seesaw account, all others should be deleted by staff and the school at the end of the year if no longer required. Without consent, the school does not have the right to retain or use student images beyond teaching and learning purposes.

In cases and situations where photographs or images can easily identify a student, these should never be accessible outside of the school community without parent permission or consent. For example, if it is publicly accessible on the Internet, in newsletters, or it is to be publicly published. All students have the right to keep their images private.

There are situations when parents are invited on campus for special events such as music concerts or sports events. Often, pictures of their child may contain other children in them as well. Unless given permission, parents should make every effort to ensure that photographs or videos that contain identifiable images of other students are not made public. Any visitors or parents explicitly taking pictures of other children will be reported to the parents of those children and to legal authorities due to child protection concern

APPENDIXES

Appendix One: Academic Calendar (subject to change)

Clavis International Primary School – 2021											
January	February	March	April	May	June	July	August	September	October	November	
1 New Year's Day	1 Abolition of Slavery	1	1	1 Labour Day	1	1	1	1	1	1 All Saints' Day	1
2 New Year's Holiday	2	2	2 End of Term 1 Early Dismissal	2	2	2	2	2	2	2 Arrival of Indentured Labourers	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4 Divali	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9 (Islamic New Year)	9	9	9	9
10	10	10	10 Flag Raising (half day – TBC)	10	10	10	10	10	10	10	10
11	11	11 Maha Shivaratri	11	11	11	11	11	11 Ganesh Chaturthi	11	11	11
12 Start of Term 1	12 Chinese New Year	12 National Day	12	12	12	12	12	12	12	12	12
13	13	13	13 Ugadi	13 Eid al-Fitr (TBC)	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15 Assumption Day	15	15	15	15
16	16	16	16	16	16	16 End of Term 2	16	16	16	16	16
17	17	17	17	17	17	17	17 Start of Term 3	17	17	17	17
18	18	18	18	18	18	18	18	18	18	18	18
19	19	19	19 Start of Term 2	19	19	19	19	19	19	19 End of Term 3 Half Day Whole School	19
20	20	20	20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21	21	21	21
22	22	22	22	22	22	22	22	22	22	22	22
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28 Thaipusam Caravasee	28	28	28	28	28	28	28	28	28	28	28
29		29	29	29	29	29	29	29	29	29	29
30		30	30	30	30	30	30	30	30	30	30
31		31	31	31	31	31	31	31	31	31	31
National Holiday		School Holiday (school closed)		School Holiday (staff work day)		Weekend		TBC = To Be Confirmed			

Appendix Two: CIPS Behavioural Guidelines Chart

Behaviour Guidelines with Possible Consequences

The CIPS behaviour guidelines are intended to create consistency across the whole school from Pre-Reception to Year 6, while allowing common sense to determine the appropriate consequences for an action. As a school, one of our responsibilities is to help students make good behaviour choices as part of their holistic development. We accomplish this by reinforcing positive behaviours, but also by correcting inappropriate behaviours in a way that maintains dignity and allows for additional opportunities to 'make the right choice'.

Behaviours that warrant addressing	Possible consequences may include:
Level 1 (Minor infractions) <ul style="list-style-type: none"> Tardiness/lateness or non-attendance to class Dress Code violation Littering Chewing gum Unauthorised mobile phone use Unauthorised use of prohibited spaces 	<ul style="list-style-type: none"> Student receives a verbal warning for correction Information added to the student's files Homeroom teacher is alerted In school break detention Notice sent home Community service
Level 1 (Behaviour for learning infractions) <ul style="list-style-type: none"> Disrupting the learning of others Non-compliance to instructions 	<ul style="list-style-type: none"> Student receives a verbal warning for correction Information added to the Student Information System Elementary team leader alerted to the infraction Break detention
Level 2 <ul style="list-style-type: none"> Repeated minor infractions (Level 1) Inappropriate use of language, swearing, cursing Inappropriate use of technology Disruptive bus behaviour 	<ul style="list-style-type: none"> Parent contacted to highlight the behavioural incidents Information added to file Possible conference with teacher In-school detention (1-3 days) Possible suspension from the school bus use (1-3 days) with a letter home and on file Letter home; student file letter Independent Student Behaviour Plan activated Team Leader contacted
Level 3 <ul style="list-style-type: none"> Repeated Level 2 infractions Direct defiance to faculty or staff request Deliberate damage to property or graffiti / vandalism Inappropriate language to faculty or staff Leaving campus without authorization 	<ul style="list-style-type: none"> Team Leader Parent Conference Admin and teacher conference with parents In-school suspension 1-3 days; letter on file Out of school suspension 1-3 days; letter on file Possible suspension from the school bus 1-5 days; letter on file Letter home; student file letter Individual Student Behaviour Plan activated (SBP) Behavioural Probation Contract (Admin Team lead)
Level 4 <ul style="list-style-type: none"> Repeated level 2 or 3 infractions Theft Plagiarism/academic dishonesty Physically threatening comments or gestures Harassment/Racism Bullying, including Cyber-bullying Fighting 	<ul style="list-style-type: none"> Admin and Teacher conference with parent Information added to the student's files In-school suspension 1-3 days; letter on file Out of school suspension 1-3 days; letter on file Disruptive bus behaviour-could result in permanent suspension from bus service; letter on file Loss of student privileges

	<ul style="list-style-type: none"> • Loss of extracurricular participation • Parent School Behaviour Agreement Contract • Admin/Counselor probationary meetings
Level 5 <ul style="list-style-type: none"> • Repeated level 2, 3 or 4 infractions • Altering/tampering with school records, tests, etc. • Physical attack on another person • Violation of school guidelines that endangers the reputation of the school or other students • Possession of weapons or dangerous objects 	<ul style="list-style-type: none"> • Admin conference with parents • Information added to the student's files • Parent School Behaviour Agreement Contract • Out of school suspension and suspension from all school activities 1-5 days; letter on file • Possible suspension from school activities for the next term • Suspension and probable expulsion; student record file • Expulsion; permanent student record file

Receipt of the CIPS Family Handbook and enrolment indicates your agreement to all contents of the handbook, including the Behaviour Guidelines.

Appendix Three: Counter Bullying Agreement

It is only realistic to recognise that bullying behaviour can find its way into any community at any time. It is therefore all the more important that we should affirm that we believe that:

- Everyone's individuality should be valued and respected.
- Everyone has a right to live free from fear and intimidation.
- Bullying should not be tolerated.
- In order to ensure that no one should suffer in this way, communication between students and staff (both academic and non-academic) is most important. Everyone has a responsibility to ensure that no one engages in bullying behaviour.
- If you, or someone you know, is suffering in this way, please report this to any teacher, counsellor, or supervisor
- An account will be kept of incidents and the staff will undertake to handle this information discreetly and endeavour to help all those involved.
- In investigating incidents, any student may be asked to write about what happened. This does not imply that a student is guilty of misconduct.
- If there is no improvement in the behaviour, despite warnings, of an individual involved in such an incident, or if the behaviour is particularly severe, that student's parents will be involved.
- If, after this, the student's bullying behaviour persists, that student may be asked to leave the school.
- Bullying may be verbal, psychological, physical or cyber and is taken very seriously at Clavis International Primary School and will not be tolerated in any form whatsoever.

If you are a victim of bullying or if you observe incidents involving others you must tell any member of staff immediately who will then take the appropriate action.

When staff, students and parents work together, bullying is less likely to happen.

Counter Bullying Agreement

Receipt of the CIPS Family Handbook and enrolment indicates your agreement to all contents of the handbook, including the Behaviour Guidelines.

Appendix Four: CIPS Uniform Examples



CIPS Polo



CIPS Long Sleeve



CIPS Vest



CIPS Hooded



CIPS Trousers



CIPS Shorts



CIPS Art Apron



CIPS Library Bag



CIPS Socks



CIPS Cap



CIPS Lunch Bag