



# Clavis International Primary School

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## The Clavis Chronicle

### WORKSHOPS, CONFERENCES, & ASSESSMENTS

Dear Clavis Community,

Students, staff, and parents seemed to have managed well with the new schedule this week. This year we have had to change the schedule and calendar numerous times now, and the lack of consistency makes it very challenging for our students and staff to get into routines and for our parents to manage changing work conflicts. Though not easy and sometimes stressful, the understanding and flexibility of everyone have been wonderful. Thank you!

We have discussed the ongoing updates to Covid-19 protocols. Please read the update that went out on Wednesday which we will be following. There is important information about what you need to do in case of close contact with positive cases and how schools must administer the self-isolation requirements (page 3).

On pages 4 and 5 is an overview of what is currently occupying a great deal of our time with students: Assessments. Here we explain what we are doing with your children and why.

We have hired a consultant to provide a workshop opportunity for our parents which will surely prove interesting and informative for many of you. The workshop is focussed on how to set boundaries for our children and different strategies you can use. This may be very useful with the upcoming summer holidays (p.6).

Finally, please turn to the last page to read about the upcoming Student-Led Conferences. We have unfortunately had to cancel many events this year but we have been able to find a middle ground to allow some parents on campus for this important student experience.

Sincerely,

Jeff

R. Jeffery Hart  
Head of School

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#### WHAT'S COMING UP?

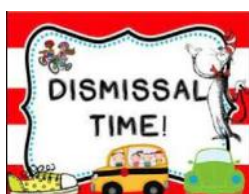
- **1 to 5 November:** School and public holidays (All Saints, Arrival of Indentured Labourers, Diwali)
- **10 November:** Student-Led Conferences w/ one parent
- **16 November:** Year 6 Graduation (online)
- **19 November:** Last day for students (full day)
- **During Week of 10 January:** Students return for 2022 school year (11 Jan for intro sessions, 12 Jan new students in years 2-6, 13 Jan first day for all students)

# WHAT'S GOING ON AT CLAVIS?



## Staggered Days

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Rec, Reception Dismissal @ 14:15	Pre-Rec, Reception Dismissal @ 14:15	Pre-Rec, Reception Dismissal @ 14:15	Pre-Rec, Reception Dismissal @ 14:15	Pre-Rec, Reception Dismissal @ 14:15
	Year 1 (@ 14:15) Year 2 (@ 14:45)		Year 1 (@ 14:15) Year 2 (@ 14:45)	Year 1 (@ 14:15) Year 2 (@ 14:45)
Year 3, Year 4 Dismissal @ 14:45		Year 3, Year 4 Dismissal @ 14:45	Year 3, Year 4 Dismissal @ 14:45	
Year 5, Year 6 Dismissal @ 14:45	Year 5, Year 6 Dismissal @ 14:45	Year 5, Year 6 Dismissal @ 14:45		Year 5, Year 6 Dismissal @ 14:45



**Friday Dismissal:** Please remember that there are no more early dismissals on Fridays due to the new schedule. Student pick-up on Fridays is the same as the rest of the week with Pre-Reception, Reception, and Year 1 between 14:00 and 14:15, and Year 2 to Year 6 at 14:45.



**Year 6 Graduation:** Year 6 parents have been notified that we unfortunately will not be able to allow parents to attend the ceremony in person. While we are permitted to hold assemblies, we cannot have more than 100 people. A link will be sent out for parents to view a live-stream. Additionally, we have arranged for a photographer to take pictures that will be made available to parents.



**PYP Exhibition:** If you have still not had a chance to check out the wonderful work our Year 6 students did for their PYP Exhibition, you can visit their [web-site here](#).



**Masks (bringing and on buses):** We must continue to be strict about mask wearing. It is a critical tool for everyone's safety. While it is not mandatory for students in Early Years, it is encouraged when possible. **One place where masks must be worn at all times is on the school buses.** Children will not be allowed on the buses if they do not have a mask. Finally, please ensure your child brings an extra mask to school in case of loss or damage.



**A note from Accounting:** As we are in the final stretch of this year, I would like to remind parents to please check that the children's fees are up to date. I am currently sending out emails to reinforce the importance of clearing the unpaid fees before the summer vacation. Please do not hesitate to reach out to me should you have any queries. [gail.rault@cips.me](mailto:gail.rault@cips.me)

# REVISED PROTOCOL FROM THE MINISTRY REGARDING A POSITIVE COVID CASE

Updated October 20, 2021

## Revised protocol from the Ministry regarding a positive COVID case

### Scenario A: a student comes into close contact with a positive case (someone who tests positive with a PCR test).

- Parent of a student who tests positive contacts the school nurse to confirm positive **PCR** test.
- The nurse contacts the Ministry.
- The Ministry will follow up with other students who have come into close contact with the positive testing student. The school will assist with this process and may also contact parents of students who have come into close contact.
- Any student in close contact with a positive case will self-isolate for **14 days if unvaccinated** and **7 days if fully vaccinated**.
- The student who has come into close contact with a positive case can return to school **after** self-isolating for the above period of time, and must have a negative test result from a rapid test (the test must have been carried out within 48 hours of returning to school).

### Scenario B: a student comes into close contact with a positive case (someone who tests positive with a PCR test) of someone in the same household.

- Parent contacts the school nurse.
- The nurse contacts the Ministry.
- The student should self-isolate for **14 days if unvaccinated** and **7 days if fully vaccinated**.
- Parent calls 8924 MOH hotline for instructions on how to proceed.
- The student will return when clearance by the Ministry of Health and Wellness and Medical Certificate of isolation period will be provided (as per the Ministry's instructions).

### Scenario C: a student tests positive with a PCR test

- In the event of a positive test through a **self-test kit**, as per the Ministry of Health and Wellness protocol, the student must confirm the test at the nearest Flu Clinic.
- If the outcome is a positive **PCR test** result, the parent must contact the school nurse to confirm.
  - Parent calls 8924 hotline for instructions on how to proceed.
  - The nurse contacts the Ministry.
  - The positive-testing student will self-isolate for **10 days**.
  - The Ministry will follow up with other students who have come into close contact with the positive testing student and the school will assist with this process and may also directly contact parents of students who have come into close contact.
  - The student testing positive will be able to resume school with the submission of a medical certificate (as per the Ministry's instructions), after completing the period of self-isolation.

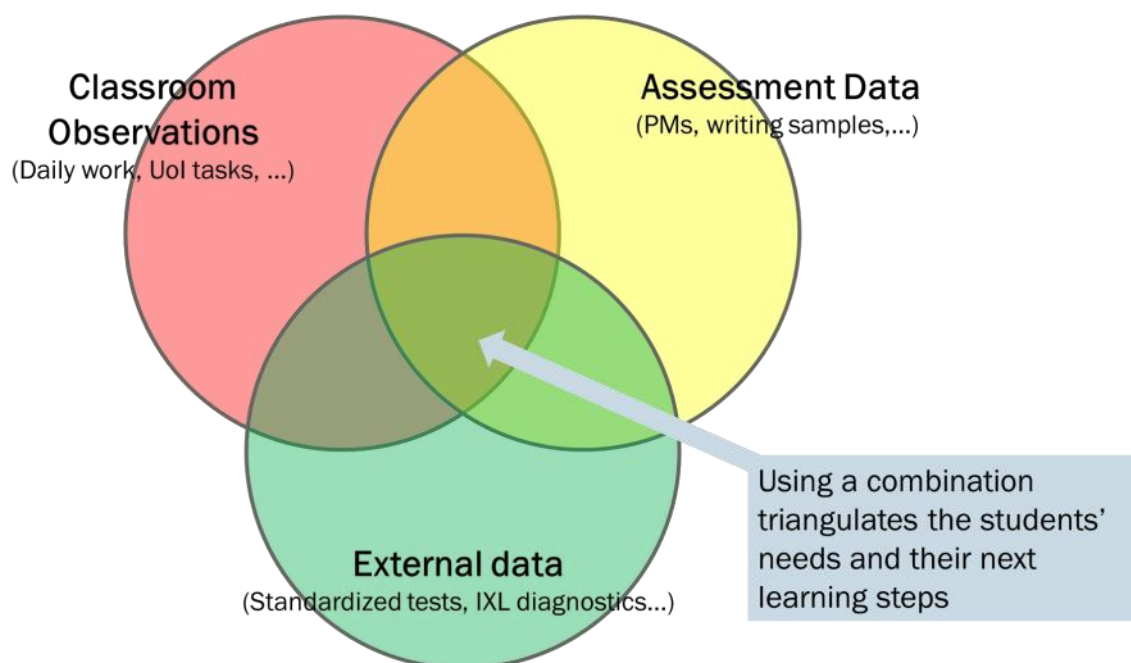


## ASSESSING FOR PROGRESS AND ATTAINMENT

We have discussed assessment before in other communications. We had a big push after confinement but we are having a final round for a slightly different reason now. Regardless of the reasons, assessment is always integral to our teaching and learning. It is central to the PYP goals 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. In this situation where we are not just assessing against our intended learning outcomes but also re-establishing baseline data to share with next year's teachers. It is a barometer to check student progress against expectations within the range that students might typically fall. It is important that everyone doing assessments, including the students, understands the reason we are doing it.



What is also important is that the data and information we collect comes from multiple sources to ensure accuracy and authenticity. Most of our assessment information throughout the year 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.

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## ASSESSMENT (CONTINUED...)

If we think of our children as plants then summative assessment of the plants is the process of simply measuring them. It might be interesting to compare and analyze measurements but, in themselves, these do not affect the growth of the plants. This is also called **assessment of learning**.

Formative assessment, on the other hand, is the equivalent of feeding and watering the plants appropriate to their needs - directly affecting their growth. This is also called **assessment for learning**.

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

Depending on year levels, our students have been sharing their knowledge, understanding, and skills through some of the below assessment tools this week and next. The use of these tools are repeated at the beginning of the year, middle of the year, and end of the year as a means to assess progress. In the Early Years, much of what and how students are assessed is through observations in how they interact, use, make connections, and understand the presented learning experiences.

**Holistic Writing:** The purpose is to get a writing sample under set conditions that can be accurately compared across time, peers, classes, and year groups. The writing is then assessed against a rubric and feedback is typically given on word choice, sentence fluency, conventions, ideas, voice, and organization.

**Running Record:** This is to benchmark a student's reading to determine what their instructional reading level is (the level they cannot fully comprehend and read with fluency without some support) and their independent reading level (the level students can read independently with good comprehension). When doing a running record we ask questions to gauge understanding, but we also listen to students read and mark down a miscue analysis. This helps us to know why students are making errors and what strategies students have for correcting them.

**Spelling Inventory:** A spelling inventory is a list of words that we ask students to spell. It is not used to know how many vocabulary words a student can write but, rather, it is used to determine what strategies students have in their understanding of words: letter sounds, letter patterns, syllables and affixes, and suffixes and word roots. Students typically learn these elements on a developmental scale and we can track what level students are at during each assessment period.

**Maths:** This is different for each year group and dependent on end-of-year targets that students are assessed against. These assessments are developed by each year level but these can also be used in connection with the IXL diagnostic assessment online. The IXL assessment will continuously adjust the difficulty of questions until students are getting about 50% correct. This lets us know their learning areas and instructional level. IXL assessment cannot be used as an independent tool but rather in conjunction with other assessment data from the classroom.

## PARENT WORKSHOPS: “BOUNDARIES AND PARENTING”

Clavis is teaming up with Priscille d’Arifat-Koenig for some workshops which will be free to our parents. Ms d’Arifat-Koenig is a qualified Strategic Intervention Coach and founder and parenting coach at Parenting with the Heart. She studied Psychology at the University of Cape Town and strategic intervention at Robbins Madanas Coach Training. We are excited with what has been arranged with her and we feel it will be both of interest and usefulness to all parents. We hope you will be able to take part.



**Title:** Setting boundaries using alternative parenting methods

**Main objective :** To support parents to deal with their children’s unwanted behaviour in a way that is respectful of the child while tapping into their critical thinking abilities.

**Content:**

1. Overview of different parenting styles and how it will impact the way we set boundaries
2. Behavioural triggers
3. Identifying our emotional response
4. Problem solving vs action response

Session 1 - (3-5 yrs): Thursday 11th Nov at 18:00

Session 2 - (6-8 yrs): Thursday 18th Nov at 18:00

Session 3 - (9-11 yrs): Thursday 25th Nov at 18:00

Workshops will be done over Zoom and more information about signing up and accessing the workshop will be sent out in the coming weeks. Please mark your calendars now though.

## STUDENT AGENCY AND ACTION IN RECEPTION

Students take action in response to their inquiries or motivation to make a positive difference, bringing about positive change or further their learning (Boix Mansilla, Jackson 2011). As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning and experience. (*PYP: From Principles to Practice*, 2018).

In Reception, for the last couple of months, the students have been inquiring into how plants grow, their different needs, and the different parts of a plant. They have had many opportunities to explore the different concepts throughout this unit.

For these Reception students they were advocates of *participation action*. They took responsibility for their learning through questioning and sharing their knowledge with their peers. They contributed to discussions and learning experiences. They portrayed the attributes of the learner profile such as caring, while watering their plants and helping each other. They were inquirers as they listened attentively to their peers share their knowledge and then went out and explored by touching, talking about, and looking at the different parts of a plant. They were excellent communicators as they expressed themselves confidently in more than one language and using body language too.



For our early years students, the basis of action comes from an understanding of oneself and the relationship one has with others. Action is responsive to experiences that are meaningful to themselves.



Next week we will be inviting you to sign up for your children's Student-Led Conference. The conference will take place on Wednesday 10 November in your child's homeroom class and throughout the school.

It is important to note that these conferences and learning discussions are led by students. The Stu-

dent-Led Conference is a powerful way for students to openly reflect on their learning and for parents to gain a deeper insight about their child's life and progress at school, through the students' perspective. This is not a time for parent-teacher meetings or discussions, but a time which has been set aside for students to lead you through their individual learning experiences and journey. During the Student-Led Conference, your child will share with you their year at school across their different subject areas, highlighting their strengths and challenges, areas in which they have grown, and areas in which they would like to improve or set goals in.

For those new to the PYP, this might be a different type of conference than you are used to. For this day, students are in charge of this process. You will be amazed at what they will be able to show and explain to you! The in-class part of the conference will be a time that you will sign-up for online. This can either be preceded or followed by visits to your child's specialist classes and other learning spaces around the school. As part of the conference, some students will also work with you to create a reflection to go into their Seesaw portfolio during that time. Conferences may be conducted in whichever language your child feels most comfortable in.

Students are expected to come to school accompanied by **one** parent and be in their school uniform on the 10th. After which, students return home with their parent. No Clavis students should be on buses that day.

Be ready for the sign-up link next week and we look forward to seeing you in on Wednesday 10 November.

## HEALTH & SAFETY PROTOCOLS

There are some important protocols that must be followed for us to have parents on campus and allow all students to participate.

1. With the current staggered days, we must have 1/3 of primary students at home each day (ie, two year levels). Since people will be staggered throughout the SLC day, we will not have more than 2/3 on campus at any one time.
2. We have room to accommodate one parent on campus to visit. This also means that we will need to check vaccination records and ID for each parent or have them show a negative PCR test that was done within 7 days.
3. As always, masks for everyone in Year 1 and up must be worn, though we would recommend masks for those below Year 1 when possible, since they will be around people from outside the school.

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