



Clavis International Primary School

Montagne Ory, Moka, Mauritius

Telephone (230) 433 4439 / 433 7708, Email queries@clavis.mu, Website www.clavis.mu

The Clavis Chronicle

PLANNING AHEAD

Dear Clavis Community,

Kung Shee Fat Choy to all those celebrating the Chinese New Year. We hope that everyone has a safe and enjoyable long weekend with tomorrow's holiday.

Life at Clavis continues to quickly gain more and more speed. Most year groups are well into their current Units of Inquiry, with many preparing for their summative assessment tasks. Soon teachers will begin their planning for the next unit and will be looking at how best to dig deep into those new lines of inquiry and conceptual learning. We know that students understand best when they can make connections to (and through) other learning. Last Friday was an important part of our planning to facilitate this. That afternoon, each year group met with every specialist department to share learning expectations and ideas over the coming several weeks between them. When it is practical and meaningful, we want to find opportunities to transfer skills, knowledge, and understandings across the different subject disciplines. The more we can provide different opportunities and different ways to learn through reinforcement across different subjects, the deeper and stronger the understanding will be. This is why the PYP is referred to as a transdisciplinary framework. Into the MYP, the framework changes slightly and becomes more interdisciplinary, while during the final two years, the DP consists of a stand-alone disciplinary framework.

Speaking of the MYP, in the last Chronicle we provided information about preparing our Year 6 students for the MYP when joining Form 1 at Le Bocage. I incorrectly stated that Year 5 parents could begin the application process now. Le Bocage has told me that Year 5 will be able to apply this year for 2023, but they currently are not ready to open applications. They will let me know in the next month when Year 5 can begin applying and I will pass that on.

Take care,
Jeff

R. Jeffery Hart
Headmaster



Primary Years
Programme

INSIDE THIS ISSUE

22 Feb PD, Parent Session	2
Sibling Enrolment, Drop-Off ..	2
Importance of Relationships...	3
Reading With Your Child	4
Safer Internet Day	5
English as an Additional Lan. 6	
EAL Continued	7

WHAT'S COMING UP?

- **12 February:** Holiday—No School
- **22 February:** Staff In-service—No School
- **2 March:** Parent Workshop
- **10 March:** Half Day (tbc) - Flag Raising Ceremony
- **11 March:** Holiday—No School
- **12 March:** Holiday—No School
- **23 March:** Year 6 visit to Le Bocage
- **31 March:** Years 1-3 Swimming Demonstration
- **April 5-16:** Holiday—No School

WHAT ELSE DO YOU NEED TO KNOW AT CLAVIS?



**There are several important notices below
Please read through carefully**



Professional Development In-Service Day on 22 February: On 22 February, our staff have a full day of professional development sessions. While we focus on professional development and learning during much of our Friday afternoons, we are limited by how deep we can get into topics. One of our plans for the 22nd will involve bringing a trainer for our Early Years/Lower Primary staff who will be focusing on our word study and phonics programme. It is important that we have a consistent understanding of how to use our resources and how to teach this phonics programme in a way that ensures all students in a year level are exposed to it correctly and that future year levels are able to build upon it.



Parent Workshop on 2 March: Learning is not reserved only to teaching staff. We will be holding our first Parent Workshop afternoon on 2 March from 17:00 to 19:00. We had some good feedback from our November Parent Survey to help shape the parent evenings. More information will be available in the next Chronicle, but we are looking at a child development and psychology specialist to come in.



Upcoming Holidays: **12 February** (Chinese New Year), **22 February** (staff in-service), **10 March** (half-day, Flag Raising day), **11 March** (Maha Shivaratri), **12 March** (National Day), and **5 to 16 April** (Term 1 holidays).



Sibling Enrolment for the 2022 Academic Year: For parents who wish to enrol a sibling for Pre-Reception, Reception and/or Year 1 in 2022, you must complete all the formalities by **Tuesday 23rd February 2021**. Applications submitted after this date cannot be considered, as priority will then go to families on waiting lists in Reception and Year 1. We still have few open places in Pre-Reception for 2022.



We would like to extend our thanks from the accounts department for the many parents who have taken the decision to pay the year's fees in advance. It has been a record year of early payments! We are very grateful for that. For others who pay by standing order please check if your standing orders are in place and running smoothly. If in doubt, please contact Ms Gail in this regard.



We have some parents who come very early and or stay with their children in the parking lot. As it becomes busier this takes up valuable space that other parents need in order to drop off their children. If your child is capable, please drop him or her at the gate and give space for other families arriving.



CIPS Family Handbook: As a reminder, here is the link to the up-to-date Family Handbook to assist parents with any information they might require. It can be found [here](#).

IMPORTANCE OF RELATIONSHIPS

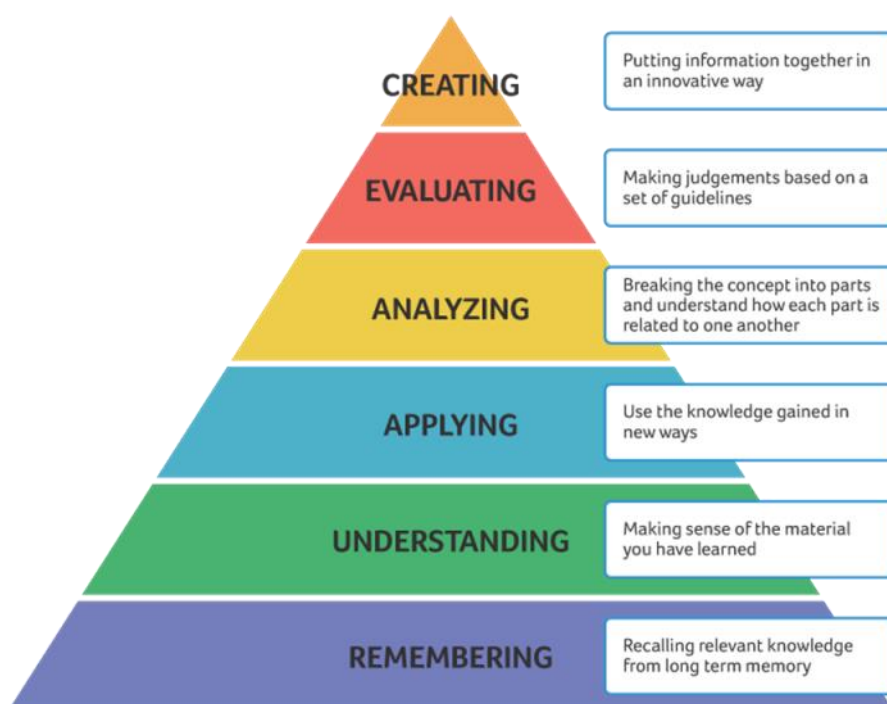
The past two Chronicles have been sharing some of our work taking place in school with relationships during the first month of school. There is a substantial amount of research demonstrating the huge impact on learning that results from positive relationships between students and teachers. Developing a meaningful relationship, particularly where there is strong trust and a student knows that their teacher truly cares about them, is not a simple process - but it is a critical one.

If we think back through our lives as students we may recall only a few teachers that we truly connected with throughout our schooling. This is unfortunate for many of us. Strong relationships promote greater engagement and improved learning in the classroom; however, the development of these relationships can have lasting effects on how we learn and work with others in the future.



Maslow's *hierarchy of needs*

Effectively, relationships should come first whether it is in the classroom, staffroom, or boardroom. It is a key component of our basic human needs. Many of you may be familiar with Abraham Maslow, a psychologist who is known for his research and creation of what is called *Maslow's hierarchy of needs*. This is a theory of how our psychological health is motivated by fulfilling certain needs. These different levels must be fulfilled to differing extents before our students can engage with the thinking skills we encourage, like those shown by another educational psychologist, Benjamin Bloom. His taxonomy of learning is a visualization of what schools strive for with our students as we look for ways to move students up and participate in the higher-order thinking skills. As many educators have argued, we cannot take care of Bloom's stuff until we take care of Maslow's stuff. And a key component starts with making personal connections and developing critical relationships.



Bloom's *taxonomy of learning*

THE IMPORTANCE OF READING TO YOUR CHILD



There is no more important activity for preparing your child to succeed as a reader than reading aloud together. Fill your story times with a variety of books. Be consistent, be patient, and watch the magic work.

The benefits of reading:

Whether you're reading a classic novel or fairy tales before bed, reading aloud to children can significantly benefit your child's life. Some benefits of reading to children include:

- Supported cognitive development
- Improved language skills
- Preparation for academic success
- Developing a special bond with your child
- Increased concentration and discipline
- Improved imagination and creativity
- Cultivating lifelong love of reading



The setup:

First, set the scene in your head. You choose a book. You sit down in your favourite armchair, with your child in your lap, and open to the first of many engaging or colourful pages.

You begin to read, and your child is utterly captivated by the story. It's magic. What's even better is that your child is not just having fun, they're learning!

When to start and how to point them in the right direction:

- Start young and stay with it, an infant can look at pictures, listen to voices and point to objects on cardboard pages.
- Reading aloud to your child, talking about the words and pictures and sharing ideas about the book.
- Reading yourself because children who see adults reading and enjoying it are much more likely to want to read themselves.
- Surrounding your child with books; you do not need hundreds of books at home but go to the library or bookshop regularly to borrow books, spend time together, browse and make choices. In this way, reading becomes a habit.



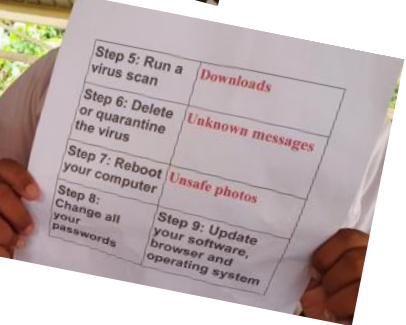
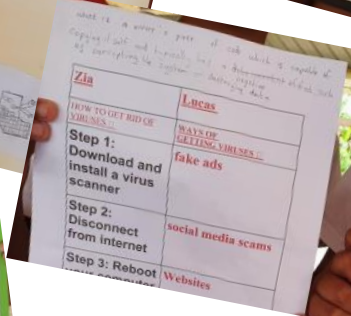
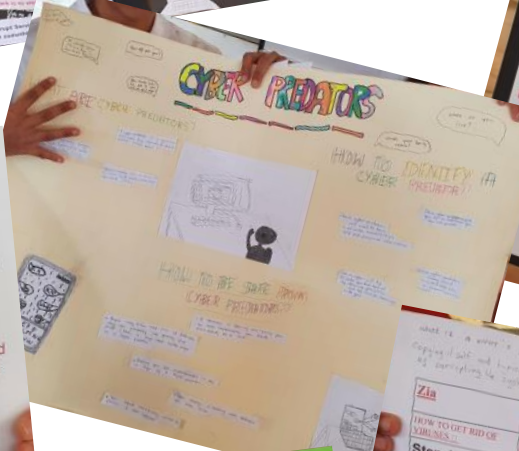
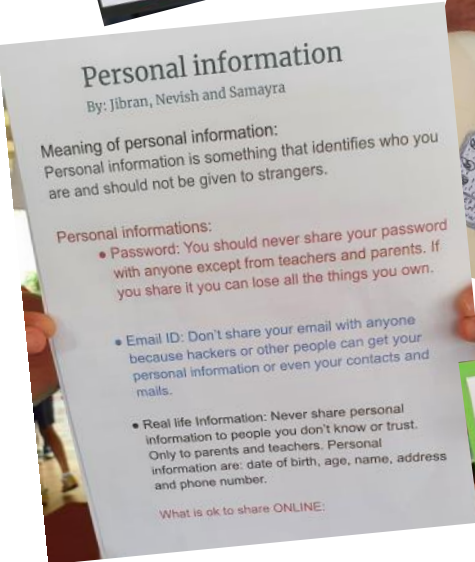
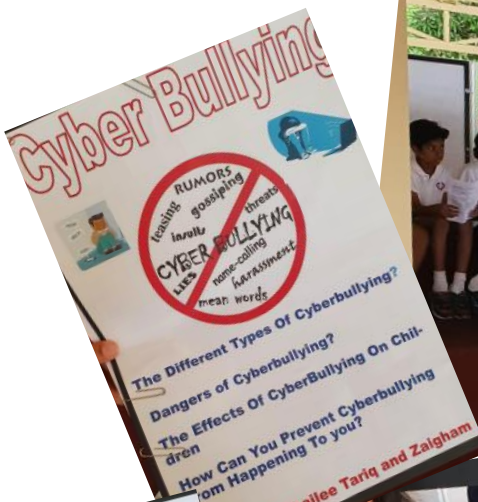
Our goal is to motivate children to want to read so they will practice reading independently and thus become fluent, thoughtful readers. Most importantly, talk to your child. Spend time with them doing simple activities (like cooking and making things). As you talk about what you're doing, you are helping them learn new words.

- An important message from our Reception teachers

SAFER INTERNET DAY ASSEMBLY

Tuesday 9 February was recognized around the world as Safer Internet Day. The official [website](https://www.saferinternetday.org/) explains: "From cyberbullying to social networking to digital identity, each year Safer Internet Day aims to raise awareness of emerging online issues and current concerns." The use of the internet is an integral part of our everyday lives and one of our primary goals at Clavis is to develop responsible digital citizens. A digital citizen is someone who uses digital technology wisely, and knows how to behave respectfully and cooperate meaningfully online. Ms Farzana Hossenbocus, one of our ICT teachers, has been working with upper primary students and many of these students presented and explained aspects of Internet safety to Year 5 and 6 at their Tuesday assembly. Congratulations to these students for being risk-takers and sharing their wonderful and informative presentations.

For more information, activities, and resources that can help parents guide children at home with safe and appropriate use of the internet, a great place to start is <https://www.saferinternetday.org/resources>. Here you will find 100s of resources in multiple languages for a range of ages.



One of the aims for Clavis is to offer an inclusive, holistic education that values uniqueness in individuals, whilst understanding that other people can also be right. This includes being an international school that, as the IB puts it, creates ‘a culture of collaboration, mutual respect, support and problem solving’.



With this being said, one class that is offered at Clavis is EAL (English as an Additional Language), which falls under the umbrella of the Inclusion Department. Together their aim is to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is the learner profile in action, an outcome of dynamic learning communities.

EAL support is provided to students who have little or no English in order to help them access and be integrated into their learning environment. Students work either outside the classroom once or twice a week and/or on a one-to-one basis or in a small group in their mainstream classes. There are many options as the students' needs are taken into consideration to determine what is best for them. In the past, some students have joined EAL (like during the COVID lockdown) to provide extra support in their exposure to the English language. Others have joined to gain confidence in their expressive language. However, some students who attend Clavis cannot speak or understand any English.

An EAL assessment provides the EAL teacher and Homeroom teacher with insight into the English language proficiency of the student. Each language proficiency strand is represented by five proficiency bands and each band has a descriptive label:

- A - New to English/Beginning
B - Early acquisition/Emerging
C - Developing competence/Expanding
D - Competent/Diversifying
E - Fluent

Each band has 10 assessment descriptors, of which students are not expected to achieve all the descriptors within a band. However, the ordering of the descriptors within each band enables the EAL teacher to set targets from the descriptors and to track progression.



EAL (CONTINUED...)

Some of the language components, like vocabulary, grammar and pronunciation, that are looked at include:

- knows the grammar rules,
- uses grammar rules accurately,
- has a wide vocabulary knowledge,
- can use vocabulary appropriately, and
- has pronunciation that makes them easy to understand.

The listening and speaking skills include:

- can follow what native speakers are saying (e.g. listening to the news), and
- can speak quite fluently.

These skills are subdivided into:

- 'Receptive skills' which refers to the ability to receive or understand the language, and
- 'Productive skills' which refers to the ability to produce language.

People who learned a foreign language through more traditional methods, focusing on grammar and translation, often complain that although they studied the language for many years at school, they cannot actually do or understand anything in it.

The EAL teacher works closely with the Homeroom teacher on strategies that can be used to differentiate the various tasks and activities for the students. In some cases, the parents are involved in the process by continuing the strategies at home to maximise the exposure and learning of the English language.

Written reports are provided on a termly basis through ManageBac. Once EAL students reach a *Competent level* in the EAL assessment and they are independent in their ability to follow and participate in the class, they no longer need extra English support. These students' language skills are then only monitored by the EAL teacher and the Homeroom teacher. If you have any questions about how we support our students' language needs, please ask us anything.

- Michelle Taylor, EAL Specialist Teacher

Clavis International Primary School

Montagne Ory,
Moka, Mauritius

(+230) 433 4439 or
433 7708

queries@clavis.mu
www.clavis.mu



CIPS

