

ISN
INTERNATIONAL
SCHOOL OF NICE

managed by

 CCINICE CÔTE D'AZUR



ISN LOWER SCHOOL HANDBOOK

Updated June, 2017

ISN Lower School Handbook

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International School of Nice Lower School

The Lower School provides for children aged 4 to 11 and is contained in a separate wing of the school complete with its own library, art room, English as an Additional Language (EAL) room and playground. Children are placed in homeroom groupings in the care of a homeroom teacher and receive instruction in all of the core subject areas under the International Baccalaureate Primary Years Programme framework. Language Arts, Maths, Social Studies, Science, Drama and Art are taught in the homeroom classes. Music, Physical Education (P.E.), French and EAL are taught by specialist teachers.

The guideline which ISN adapts for placement is age on the 1st September. The placement of students in an international school is a complex issue. Students come from all kinds of national and international systems with as many types of preparation which emphasize different skills and areas of knowledge. The situation is further complicated by the fact that students start their formal schooling at different ages, and depending on the hemisphere, at different times of the year. The nomenclature is also different, sometimes using different numbers or letters to indicate what is in reality the same grade or age level. What we have found is that the one most consistently accurate guideline for placing students is age. This allows students to be working at an appropriate developmental and intellectual level.

A feature of the teaching in the Lower School is that it is focused on the individual needs of children. Classes are small with a maximum of 22/23 students per class and the approach is always one of trying to help not only in academic development but in social and emotional development as well.

For students not yet fluent in English, or for those who do not speak English at all, support is available in the EAL program from Grade 1 to Grade 5. These classes may be individual tuition or group teaching depending on the level and/or need.

French is taught to all students who are fluent in English and different levels are offered from beginners to bi-lingual.

The basic aim of the Lower School is the full development of the child, during these formative years, so that he/she will be able to function as a well-adjusted citizen in tomorrow's world. To achieve this we need to look carefully at the individual child to insure that he/she gains the knowledge, skills, concepts and attitudes by developing his/her ability in the following areas.

A. Intellectually

We teach skills to encourage the child to develop attitudes that will promote a lively and inquiring mind. We stimulate the child to ask questions, discuss sensibly and learn how to solve problems in order to further his/her knowledge.

B. Aesthetically

We draw attention to a personal appreciation of beauty and provide opportunities to be exposed to and develop skills in the arts.

C. Socially

We enable the child to contribute fully by learning how to work with others and independently.

D. Physically

We provide opportunities which enable the child to develop motor skills and use his/her body energetically, creatively and at all times safely.

E. Emotionally

We help to develop the child's personality so that he/she is happy, friendly and able to enjoy his/her work.

F. Morally

We encourage the child to respect different values and morals and to show tolerance.

Organization and Placement of Children in Instructional Groups

Acceptance of a child into any grade in the Lower School is based on his or her chronological age on the **first of September**, and/or previous completed grade or level. For example, to enter Grade 2, a child should be 7 years old by the first of September. Adaptations are made for exceptional circumstances; children coming from countries in the southern hemisphere, children who have been promoted/demoted to a different grade. Adaptations are made with consultations with the parents and teachers involved and are always made for the benefit and well-being of the child.

The Lower School is comprised of seven grade levels:

Pre-Kindergarten.....	Children of 4 years of age
Kindergarten	Children of 5 years of age
Grade 1	Children of 6 years of age
Grade 2	Children of 7 years of age
Grade 3	Children of 8 years of age
Grade 4	Children of 9 years of age
Grade 5	Children of 10 years of age

Promotion

Within the Lower School, promotion is flexible. Annual promotion occurs each September. The time spent in any one grade is governed both by the child's age and the rate of development. It may be necessary to make an exception to the normal year-to-year progression of a child, but this is unusual. In all cases, the final decision rests with the Director after consultation with the Lower School Principal, class teacher and parents.

The IB Primary Years Programme

At ISN we offer the IB Primary Years Programme. The Primary Years Programme (PYP) for students aged 3 – 12, is a transdisciplinary curriculum which draws the individual disciplines together into a coherent whole, while preserving the essence of each subject. It focuses on the development of the whole child, addressing social, physical, emotional and cultural needs. At the same time, it gives children a strong foundation in all the major areas of knowledge: mathematics, social studies, drama, language, music, visual arts, science, personal and social education, and physical education. The PYP strives to help children develop an international perspective - to become aware of and sensitive to the points of view of people in other parts of the world.

At the heart of the programme is the learner profile:

The IB learner profile

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

As IB learners we strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The curriculum in the PYP is organized around six transdisciplinary themes:

➤ **Who we are**

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

➤ **Where we are in place and time**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

➤ **How we express ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

➤ **How the world works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

➤ **How we organize ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

➤ **Sharing the planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

These themes are intended to help children make sense of themselves, of other people, and of the physical environment, and to give them different ways of looking at the world. The six themes are also transdisciplinary. The students explore each theme by looking at a 'unit of inquiry' In each unit of inquiry teachers pose a series of open ended questions that encourage students to explore all of its aspects.

They include the following key concept questions:

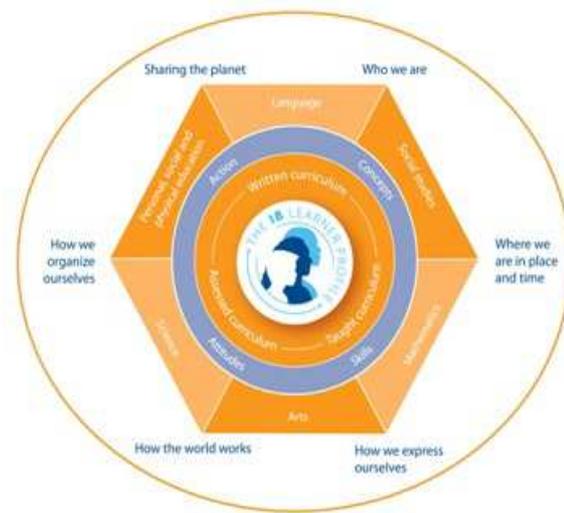
- **Form:** What does it look like?
- **Function:** How does it work?
- **Causation:** Why is it this way?
- **Change:** How does it change over time?
- **Connection:** How is it connected to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?
- **Reflection:** How do we know?

Students look for answers to these questions in a variety of ways. They conduct surveys and analyze the results; they collect data, plot graphs, and look for patterns. They observe and measure physical characteristics, and develop and test hypotheses.

Your child will:

- develop a deep understanding of important concepts
- conduct research into knowledge which has local and global significance
- acquire and practice a range of essential skills
- be encouraged to develop positive attitudes towards learning, the environment and other people
- have the opportunity for involvement in responsible action and social service

The PYP Curriculum Model for Pre Kindergarten – Grade 5



The International School of Nice Programme of Inquiry (POI)

Teaching and learning in the Lower School is based around the Programme of Inquiry. This is made up of Units of Inquiry which give the children significant, engaging, relevant and challenging learning experiences, driven by a set of key questions which are conceptually based. Children are involved in a range of learning activities, planned in response to the key questions. The Programme of Inquiry draws together elements of different disciplines into a meaningful whole. Children in Pre Kindergarten to Grade 5 undertake 6 units of inquiry per year.

International School of Nice

Programme of Inquiry PreK to Grade 5 2016-2017

Grade	<u>Who we are</u>	<u>Where we are in Place and Time</u>	<u>How we express ourselves</u>	<u>How the world works</u>	<u>How we organize ourselves</u>	<u>Sharing the planet</u>
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
PreK/K	<u>My Senses</u>	<u>Personal Histories</u>	<u>Music and Movement</u>	<u>Moving Things</u>	<u>Our School Community</u>	<u>Habitats</u>
	<p>Central idea: We use our senses to explore and understand the world around us.</p> <p>Key concepts: Form, Function</p> <p>Related concepts: Similarities, Differences, Communication, Role</p> <p>Lines of inquiry What our senses are How our senses work How we use our senses</p>	<p>Central idea Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.</p> <p>Key concepts Causation, Change</p> <p>Related concepts Development (growth) Family</p> <p>Lines of inquiry Ways of documenting personal history Personal change from birth to present: self and family Reflecting on past experience</p>	<p>Central idea We can express our ideas and feelings through music and movement.</p> <p>Key concepts: Form, Function</p> <p>Related concepts: Communication, Pattern</p> <p>Lines of inquiry: How music is made How our bodies move Different types of music and movement. How we can express an idea or feeling through music. How we can express an</p>	<p>Central idea There are many reasons why things move the way they do.</p> <p>Key concepts: Connection, Causation</p> <p>Related concepts: Culture, Interaction</p> <p>Lines of inquiry: How things move. The factors that affect movement. How things start and stop moving. Transport we use</p>	<p>Central idea Our school is a community made up of different people that work together to help us learn.</p> <p>Key concepts Function, Responsibility, Connection</p> <p>Related concept Systems, relationships</p> <p>Lines of inquiry The people and parts of our school community. The roles and responsibilities of members of our school community. How our school system helps us learn.</p>	<p>Central idea: Plants and animals depend on their habitat for survival.</p> <p>Key concepts Causation, Responsibility, Reflection</p> <p>Related concepts Conservation, Interdependence</p> <p>Lines of inquiry Different types of plant and animal habitats. How habitats support plant and animal life. How animals and plants adapt to their habitat. How people affect plants and animal habitats.</p>

			<u>idea or feeling through movement and dance.</u>			
Grade 1	Children's Games	Homes	Myths and Fables	Materials	Food from Field to Table	Water
	<p>Central idea Traditional children's games are played in all cultures and can help to develop physical and social skills.</p> <p>Key concepts: Form, Function, Perspective, Connection</p> <p>Related concepts: Communication, Differences, Pattern</p> <p>Lines of Inquiry Traditional children's games. Games in different cultures and time periods. How games develop physical and social skills.</p>	<p>Central idea Our homes are influenced by where we live and reflect our personal identity.</p> <p>Key concepts Form, Function, Connection, Perspective</p> <p>Related concepts Creativity, Diversity</p> <p>Lines of Inquiry What a home is. Different types of homes around the world. How our homes reflect our identity and culture.</p>	<p>Central idea Myths and fables are a means of expressing the beliefs and values of a culture.</p> <p>Key concepts: Form, Reflection</p> <p>Related concepts: Similarities, Differences, Interpretation</p> <p>Lines of Inquiry Characteristics of myths and fables. Origins of myths and fables. Themes in myths and fables.</p>	<p>Central idea Materials come from different sources and their properties influence how they are used.</p> <p>Key concepts Function, Change</p> <p>Related concepts Prediction, Behaviour</p> <p>Lines of inquiry: Sources of everyday materials. Properties of different materials. How different materials are used.</p>	<p>Central idea The food we eat goes through many processes and journeys before it reaches our table.</p> <p>Key concepts: Form, Change, Connection</p> <p>Related concepts: Cycles, Transformation, Systems</p> <p>Lines of inquiry: Sources of our food. Stages of production of food products. The roles people play in food production.</p>	<p>Central idea Water is essential to life, and is a limited resource for many people.</p> <p>Key concepts Function, Responsibility, Causation</p> <p>Related concepts Conservation, Equity, Processes</p> <p>Lines of inquiry How water is essential to all life Sources of water and how water is used. What happens to water after we have used it. Distribution and availability of usable water. Our responsibilities regarding water.</p>

Grade 2 and 3	<u>Children's Rights</u>	<u>Ancient Rome</u>	<u>Celebrations and Traditions</u>	<u>The Changing Earth</u>	<u>Workplaces</u>	<u>Weather and Climate</u>
	<p><u>Central idea</u> Children have universal rights that are not always upheld.</p> <p><u>Key concepts</u> Function, Reflection Perspective</p> <p><u>Related concepts</u> Equality, Rights, Opinion</p> <p><u>Lines of inquiry:</u> What rights and responsibilities are. The rights of children around the world. Our responsibilities.</p>	<p><u>Central idea</u> Past civilizations shape present day systems and technologies.</p> <p><u>Key concepts</u> Causation, Change, Perspective</p> <p><u>Related concepts</u> Continuity, Progress, Technology</p> <p><u>Lines of inquiry</u> Systems and technologies of past civilizations that have survived. How these systems and technologies were developed and continue to be used. Implications for future systems and technology. Case Study Ancient Rome</p>	<p><u>Central idea</u> People recognize important events through celebrations and traditions.</p> <p><u>Key concepts</u> Form, Perspective</p> <p><u>Related concepts</u> Beliefs, Culture, Values</p> <p><u>Lines of inquiry</u> What traditions are. How and why people celebrate. Similarities and differences between various celebrations</p>	<p><u>Central idea</u> The earth's surface changes as a result of natural and human activity and has an impact on all living things.</p> <p><u>Key concepts</u> Causation, Change, Connection</p> <p><u>Related concepts</u> Erosion, Geology, Tectonic plates , Movement</p> <p><u>Lines of inquiry:</u> The structure of the Earth. How the earth changes over time. How changes in the earth impact living things.</p>	<p><u>Central idea</u> Workplaces are designed to facilitate the needs of the workers and the work being done there.</p> <p><u>Key concepts</u> Function, Causation, Connection</p> <p><u>Related concepts</u> Cooperation, Structure, Employment</p> <p><u>Lines of inquiry:</u> Different types of workplaces. The structure and systems of workplaces. How buildings are adapted for the workforce. Health and safety in the workplace.</p>	<p><u>Central Idea:</u> Weather and climate affect people in their environment.</p> <p><u>Key concepts:</u> Form, Causation</p> <p><u>Related concepts:</u> Consequences, Differences</p> <p><u>Lines of inquiry:</u> The difference between weather and climate. Weather data and tools. Seasonal changes. Effects of weather and climate on living things</p>

Grade 4 and 5	Human Body	Exploration and Discovery	The Visual Arts	Matter	The Market Place	Energy/Exhibition*
	<p>Central idea Our body is made up of <u>different systems that work together to maintain life.</u></p> <p>Key concepts: Form, Function, Change</p> <p>Related concepts: Structure, Systems</p> <p>Lines of inquiry <u>Systems of the body.</u> <u>How these systems maintain life.</u> <u>How these systems interact.</u></p>	<p>Central idea Exploration leads to <u>discovery and develops new understandings.</u></p> <p>Key concepts Causation, Perspective, Reflection</p> <p>Related concepts Consequences, Interpretation, Evidence</p> <p>Lines of inquiry <u>Reasons for exploration (historical and personal).</u> <u>The impact of exploration on people and places.</u> <u>Knowledge gained through exploration.</u> <u>Methods of navigation.</u></p>	<p>Central idea People express their <u>ideas, feelings, beliefs and values through the visual arts.</u></p> <p>Key concepts: Perspective, Causation, Reflection</p> <p>Related concepts: Pattern, Subjectivity,</p> <p>Lines of inquiry <u>How artists express thoughts, feelings and ideas.</u> <u>Different media used in the visual arts.</u> <u>The art of a artist/movement/culture.</u></p>	<p>Central idea All living and non living things are made up of <u>matter which can be classified according to its properties and changed in different ways.</u></p> <p>Key concepts Form, Change, Causation</p> <p>Related concepts Measurement, Transformation</p> <p>Lines of inquiry <u>What matter is.</u> <u>The properties of matter.</u> <u>How matter is classified.</u> <u>Physical and chemical changes of matter.</u></p>	<p>Central idea Market places depend on the ability to <u>produce goods and supply services that can be exchanged.</u></p> <p>Key concepts Function, Connection, Causation</p> <p>Related concepts Interdependence, Supply and demand</p> <p>Lines of inquiry <u>How we exchange goods in various marketplaces</u> <u>Ethics of the marketplace (Fairtrade)</u> <u>How and in what ways we depend on people and goods from other places</u> <u>The factors that need to be considered when producing goods or services.</u></p>	<p>Central idea The use of energy <u>affects our environment in different ways</u></p> <p>Key concepts Form, Function, Connection</p> <p>Related concepts Conservation, Transformation</p> <p>Lines of inquiry <u>Forms of energy.</u> <u>The storage and transformation of energy.</u> <u>Conservation of energy.</u> <u>Renewable and sustainable energy sources.</u></p>

*Students in **Grade 5** carry out an extended, collaborative inquiry process, known as the **Exhibition**, under the guidance of their teachers and mentors. The **Exhibition** is the culmination of the **Primary Years Program**. Students are involved in synthesizing the essential elements of the PYP and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the IB Learner Profile that have been developing throughout their engagement with the program. Students are given flexibility in their choice of real-life issues or problems to be explored and investigated in the Exhibition.

Languages in the Lower School

The language of instruction at ISN is English. French is taught as an additional language from Pre Kindergarten to Grade 5. Children whose mother tongue is French follow a Francophone programme. Language learning in the Lower School takes place within the context of the units of inquiry and also as a separate subject. The overall expectations for language learning are described in five developmental phases with each phase building upon and complementing the previous one. These phases cover ISN students from Pre Kindergarten through Grade 5.

Oral language—listening and speaking

Overall expectations

Phase 1

Students show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Phase 2

Students show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Phase 3

Students show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Phase 4

Students show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Phase 5

Students are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Visual language—viewing and presenting

Overall expectations

Phase 1

Students show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Phase 2

Students identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Phase 3

Students show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Phase 4

Students show open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Phase 5

Through inquiry, students engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Written language—reading

Overall expectations

Phase 1

Students show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

Phase 2

Students show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Phase 3

Students show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Phase 4

Students show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Phase 5

Students show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Written language—writing

Overall expectations

Phase 1

Students show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Phase 2

Students show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Phase 3

Students show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Phase 4

Students show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Phase 5

Students show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Mathematics in the Lower School

Mathematic learning in the Lower School takes place within the context of the units of inquiry and also as a separate subject. The overall expectations for mathematics learning are described in four developmental phases with each phase building upon and complementing the previous one. These phases cover ISN students from Pre Kindergarten through Grade 5.

Data Handling

Overall expectations

Phase 1

Students will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The students will discuss chance in daily events.

Phase 2

Students will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The students will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Phase 3

Students will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The students will make the connection that probability is based on experimental events and can be expressed numerically.

Phase 4

Students will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Students will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

Measurement

Overall expectations

Phase 1

Students will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Phase 2

Students will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements; particular tools allow us to measure and describe attributes of objects and events with more accuracy. Students will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Phase 3

Students will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The students will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

Phase 4

Students will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the students will be able to measure and construct angles.

Shape and Space

Overall expectations

Phase 1

Students will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Phase 2

Students will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Students will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

Phase 3

Students will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Students will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Phase 4

Students will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. Students will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

Pattern and Function

Overall expectations

Phase 1

Students will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

Phase 2

Students will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, students will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Phase 3

Students will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

Phase 4

Students will understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Number

Overall expectations

Phase 1

Students will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

Phase 2

Students will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Students will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Phase 3

Students will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Students will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

Phase 4

Students will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

Social Studies in the Lower School

Social Studies learning in the Lower School takes place within the context of the units of inquiry.

Pre Kindergarten-K

Overall Expectations

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practice applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Grade 1

Overall Expectations

Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Grade 2-3

Overall Expectations

Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it.

They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Grade 4-5

Overall Expectations

Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Science in the Lower School

Science learning in the Lower School takes place within the context of the units of inquiry.

Pre Kindergarten-K

Overall Expectations

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Grade 1

Overall Expectations

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

Grade 2-3

Overall Expectations

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will examine how products and tools have been developed through the application of science concepts. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Grade 4-5

Overall Expectations

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. Students will reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will examine ethical and social issues in science-related contexts and express their responses appropriately. They will use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Visual Arts

Visual arts learning in the Lower School takes place within the context of the units of inquiry and as a separate subject. Children will explore the following media: drawing, painting, 3D work, collage, printing, photography and textiles.

Pre Kindergarten-K

Overall Expectations

Students will show an understanding that visual art is a form of expression to be enjoyed. They know that the visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others. They will enjoy working both individually and in small groups. They will begin to develop an understanding of the varied functions and uses of different materials and tools. They will learn to choose the best materials and tools for a particular task.

Grade 1

Overall Expectations

Students show an understanding that ideas, feelings and experiences can be communicated through visual art. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating art. They are aware that artworks may be created with a specific audience in mind. They will use first-hand source materials, including their immediate environment and their imagination as an inspiration for their work. They will exhibit an increasing ability to concentrate on and complete a piece of artwork. They will discover and develop their own preferences and individual interests, which will contribute to the development of understanding and artistic vision. They will continue to explore the use of a wide variety of materials, tools and media and will draw on their increasing knowledge and skills to express their ideas, observations and feelings. Students will be exposed to and will respond to both western and non-western artifacts and artworks and will become familiar with the process of reflection and how to appreciate their own and others' artworks.

Grade 2-3

Overall Expectations

Students show an understanding that issues, beliefs and values can be explored in art. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret art and understand the role of art in our world. They will establish a foundation of self-awareness about their own interests and preferences in art. They will develop this interest by exploring and experimenting with a variety of tools, materials and techniques. Students will exhibit confidence in choosing tools and materials that are appropriate for their artworks and that reflect their growing individual creative vision. They will exhibit greater control and purpose in their use of a variety of media and tools. They will make initial sketches and will be aware that a piece of artwork requires thought, planning, effort and revision. They will discuss their work using specific art vocabulary and will be increasingly aware of the fact that other students and groups will produce work that varies in style and content. Students will search beyond the classroom for resources and begin to see links with other areas of the curriculum. They will respond reflectively to the artwork of others.

Grade 4-5

Overall Expectations

Students show an understanding that throughout different cultures, places and times, people have innovated and created new modes in art. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret art. They accept feedback from others. They will develop confidence in seeing themselves as artists and will have a growing appreciation of their individual artistic interpretation and vision. Their responses to tasks will demonstrate increased levels of technical detail and heightened levels of sophistication. They will continue to develop skills of observation and to seek out a variety of resources. They will be confident in the everyday use of sketchbooks for recording observations, ideas, pattern and colour. They will choose the appropriate materials for the task, building on previous skills and experiences when using a variety of materials. They will develop the skill of looking at artworks and artifacts from different periods and will draw conclusions and make predictions about their function. Students will work well, both alone and in groups, and will be sensitive to the work of others, suggesting modifications and discussing reactions constructively. They will be aware of the elements and principles of art and design and will develop a more critical stance to their own immediate environment.

Drama

Drama learning in the Lower School takes place within the context of the units of inquiry, in other areas of the curriculum and also as a separate subject.

Pre K-K

Overall Expectations

Children will work together, share ideas and begin to make group decisions. They will listen and respond positively to the suggestions of others. Children will use drama to explore concepts within the units of inquiry. Children will use a variety of stimuli to initiate classroom play and make-believe activities. They will develop the confidence to create their own dramas through play, and to share these with others where appropriate. Children will be willing and eager to explore movement and space using music and other stimuli. Children will be exposed to a variety of performance and presentation experiences and will discuss what they have seen and experienced.

Grade 1

Overall Expectations

Students will work together, sharing ideas and making group decisions. They will listen and respond positively to the suggestions of others. Students will use drama to explore concepts within the units of inquiry. Students will use a variety of stimuli to initiate classroom play and make-believe activities. They will develop the confidence to create their own dramas through play, and to share these with others where appropriate. Students will be willing and eager to explore movement and space using music and other stimuli. Students will be exposed to a variety of performance and presentation experiences and will discuss what they have seen and experienced.

Grade 2-3

Overall Expectations

Students will work independently and with confidence in small groups and with partners. They will apply their knowledge of the content of the programme of inquiry to develop dramas. They will use personal experiences and other stimuli to create a drama. Students will reflect and comment on their own work and the work of others in a sensitive and positive way. They will be able to adopt a role and switch in and out of role to discuss their discoveries. Students will develop an understanding of the way body and voice can be used to depict a character through specific voice and body exercises and activities. Students will be exposed to a variety of performance and/or presentation experiences; they will observe carefully and will be able to discuss what they have seen.

Grade 4-5

Overall Expectations

Students will practise self-discipline in the presentation of material to an audience as well as within the role of the audience. They will incorporate production elements effectively to enhance their work, using costume, make-up, set, lights, sound and props. Students will bring original text to life using a variety of conventions. They will continue to explore the way the body and voice can be manipulated to depict a character, an emotion or a concept through a variety of exercises. Students will work towards creating a healthy group dynamic, where students feel comfortable making suggestions and accepting criticism on how their work, and the work of others. They will listen carefully to suggestions and will begin to be able to apply these to the development of their work. They will be able to work independently, in pairs, in small groups and as a class group. Students will be exposed to a variety of performance and/or presentation experiences; they will be encouraged to discuss and evaluate what they have seen, to identify what was effective and to begin to transfer these discoveries to the presentation of their own work.

Music

In the Lower School the music curriculum is taught by a specialist teacher and learning takes place within the context of the units of inquiry and as a separate subject.

Pre Kindergarten/K

Overall Expectations

Children will join together in musical activities, using their voices and simple instruments to develop concepts about sound and musical awareness. They will participate both individually and in groups in games, songs, and creative movement activities. Children will develop musical ideas in *composition* using musical notation. They will begin to develop an awareness and appreciation of music from different cultures.

Grade 1

Overall Expectations

Students will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will sing and play a variety of songs and pieces with an awareness of *beat*. Students will have the opportunity to experiment with sounds in *composition* tasks and to make expressive use of musical *elements* such as *pitch* and *rhythm*. They will use notation to develop musical ideas. They will develop an awareness and appreciation of music from different cultures and be able to describe and compare sounds using simple appropriate musical vocabulary.

Grade 2

Overall Expectations

Students will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Through singing songs and playing instruments, students will develop the ability to perform accurately and confidently, making expressive use of musical *elements*. They will control and develop musical ideas in *composition* and will use notation as an aid to storing and refining ideas. They will listen with greater understanding to a range of music from different times and places.

Grade 3

Overall Expectations

Students will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Through singing songs and playing instruments, students will develop the ability to perform accurately and confidently, making expressive use of musical *elements*. They will control and develop musical ideas in *composition* and will use notation as an aid to storing and refining ideas. They will listen with greater understanding to a range of music from different times and places.

Grade 4

Overall Expectations

Students will develop musical ideas in *composition* using musical notation. They will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will experience a wide range of songs in different languages and from different times, and will perform them with sensitivity and accuracy. They will create their own music and perform it to others using increasingly sophisticated instruments, and be able to interpret the music of others through the understanding of complex notation. They will continue to develop their understanding of music from different sources and cultures.

Grade 5

Overall Expectations

Students will develop musical ideas in *composition* using musical notation. They will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will experience a wide range of songs in different languages and from different times, and will perform them with sensitivity and accuracy. They will create their own music and perform it to others using increasingly sophisticated instruments, and be able to interpret the music of others through the understanding of complex notation. They will continue to develop their understanding of music from different sources and cultures.

Physical Education

In the Lower School the physical education curriculum is taught by a specialist teacher and learning takes place within the context of the units of inquiry and as a separate subject.

Pre Kindergarten

Overall Expectations

Students will engage in a variety of different physical activities and demonstrate an awareness of how being active contributes to good health. They will demonstrate an awareness of basic hygiene in their daily routines. They will identify some of the effects of different physical activity on the body. They will explore and reflect on the changing capabilities of the human body and develop a range of fine and gross motor skills. Students will explore creative movements in response to different stimuli and recognize that acting upon instructions and being aware of others helps to ensure safety.

Kindergarten

Overall Expectations

Students will engage in a variety of different physical activities and demonstrate an awareness of how being active contributes to good health. They will demonstrate an awareness of basic hygiene in their daily routines. They will identify some of the effects of different physical activity on the body and explore and reflect on the changing capabilities of the human body. They will develop a range of fine and gross motor skills and explore creative movements in response to different stimuli. Students will recognize that acting upon instructions and being aware of others helps to ensure safety.

Grade 1

Overall Expectations

Students will recognize the importance of regular exercise in the development of well-being and identify healthy food choices. They will communicate their understanding of the need for good hygiene practices and reflect on the interaction between body systems during exercise. They will explain how the body's capacity for movement develops as it grows and use and adapt basic movement skills (gross and fine motor) in a variety of activities. They will explore different movements that can be linked to create sequences and display creative movements in response to stimuli and express different feelings, emotions and ideas. They will reflect upon the aesthetic value of movement and movement sequences. Students will understand the need to act responsibly to help ensure the safety of themselves and others.

Grade 2

Overall Expectations

Students will identify ways to live a healthier lifestyle and understand how daily practices influence short- and long-term health. They will understand that there are substances that can cause harm to health. They will demonstrate an understanding of the principles of training in developing and maintaining fitness. They will identify different stages of life and how these can affect physical performance and develop plans to improve performance through technique refinement and practice. They will demonstrate greater body control when performing movements and self-assess performance and respond to feedback on performance from others.

Grade 3

Overall Expectations

Students will identify ways to live a healthier lifestyle and understand how daily practices influence short- and long-term health. They will understand that there are substances that can cause harm to health. They will demonstrate an understanding of the principles of training in developing and maintaining fitness and identify different stages of life and how these can affect physical performance. They will develop plans to improve performance through technique refinement and practice and demonstrate greater body control when performing movements. They will self-assess performance and respond to feedback on performance from others and plan, perform and reflect on movement sequences in order to improve. Students will identify potential personal and group outcomes for risk-taking behaviours.

Grade 4

Overall Expectations

Students will identify ways to live a healthier lifestyle and understand how daily practices influence short- and long-term health. They will understand that there are substances that can cause harm to health. They will demonstrate an understanding of the principles of training in developing and maintaining fitness and identify different stages of life and how these can affect physical performance. They will develop plans to improve performance through technique refinement and practice and demonstrate greater body control when performing movements. They will self-assess performance and respond to feedback on performance from others. They will plan, perform and reflect on movement sequences in order to improve. Students will identify potential personal and group outcomes for risk-taking behaviours.

Grade 5

Overall Expectations

Students will reflect and act upon their preferences for physical activities in leisure time. They will understand the interdependence of factors that can affect health and well-being. They will identify realistic goals and strategies to improve personal fitness. They will identify and discuss the changes that occur during puberty and their impact on well-being. They will exhibit effective decision-making processes in the application of skills during physical activity. They will introduce greater complexity and refine movements to improve the quality of a movement sequence. Students will recognize the importance of moderation in relation to safe personal behaviour.

Swimming

Our swimming programme is also an integral part of our P.E. curriculum. All children in the Lower School have swimming lessons at an indoor pool situated nearby. All students **MUST** take part in swimming lessons. If students are not well enough to take part in swimming lessons, they must stay at home until they are better. A Doctor's Certificate is required if a student is not attending. The homeroom teacher accompanies the students to the swimming pool and therefore there is no teacher available at school to supervise students not swimming.

Personal and Social Education

In the Lower School the development of personal and social well-being takes place within the context of the units of inquiry and across all areas of the curriculum and school life. The overall expectations for personal

and social education are described in four developmental phases with each phase building upon and complementing the previous one. These phases cover ISN students from Pre Kindergarten through Grade 5.

Overall expectations

Phase 1

Students have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Students reflect on their experiences in order to inform future learning and to understand themselves better. Students interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Students interact with, and demonstrate care for, local environments.

Phase 2

Students understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Students explore and apply different strategies that help them approach challenges and new situations with confidence. Students recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Students understand that responsible citizenship involves conservation and preservation of the environment.

Phase 3

Students understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Students use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners. Students understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Students reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Phase 4

Students understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Students understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Students apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives. Students understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

English as an Additional Language (E.A.L.)

ISN provides teaching of the English language to those students who come into the Lower School with little or no knowledge of English. Such classes are small and are available to all students who need additional help in

learning English in Grades 1 through 5. Students will be exited from EAL lessons when they have reached a standard high enough to function independently in the mainstream classroom. Entry and exit criteria are in place to determine which students need EAL lessons and at what stage they are ready to exit.

Special Needs Education / Specific Learning Difficulties

The Learning Center at ISN offers appropriate and effective teaching support for children who have specific difficulties with elements of the learning process, which are unrelated to functioning in two, or more languages. This program is available to a limited number of students who need special help. There is an additional fee for this program. If the homeroom teacher thinks there may be a learning difficulty with a student, he/she may seek the advise of the Learning Center staff to carry out observations. Parents will be consulted in all cases.

Information Technology Programme

Students from Pre-K to Grade 5 participate in computer lessons each week. They learn to become computer literate using different educational programs and online research. Students also have access to computers and a set of iPads which are shared throughout the Lower School. ICT is used to support learning in all areas of the curriculum.

Assemblies

The Lower School hold monthly assemblies when students share the work they have been doing in class with the school community. Parents of the classes that are presenting will receive an invitation from their child's class teacher. Dates of assemblies and which classes are presenting will be on the weekly updates and the class updates.

Class Updates

Each classroom teacher will send out a newsletter every six weeks giving an outline of the upcoming unit of inquiry and the planned learning in Maths and Language. These updates will also include any upcoming events and field trips.

Extra-Curricular/After school activities programme

Each term, ISN offers a program of extra-curricular activities which have included chess, judo, arts and crafts, football and other sports and dance. The program is finalized after the beginning of each term. These activities are normally available to students from Grade 1 to Grade 5.

Homework Policy

Homework for Grades 1 through 4 is given Monday to Thursday. Weekend homework is sometimes given when a child has missed schooling or when it is deemed necessary by the class teacher. Grade 5 is given homework Monday to Friday. We expect the homework to be completed but if any problems occur, parents need to send a note to school explaining the situation.

Homework will consist of the following :-

Daily Reading

Spellings

Times Tables when required

Unit of Inquiry research and time to take 'action' as a result of the learning which has taken place.

Residential Trips and Field Trips

Field trips and Residential Trips (Classe Neige/Class Bleu for Grade 5 and Classe Verte for Grades 2-4) are an integral part of the Lower School Curriculum and help to reinforce subjects studied in class. All children in the participating grades are expected to attend these trips. If a student does not attend the trip, there is no school for the student, as the homeroom teacher is on the trip.

ISN Assessment Policy

This assessment policy is designed to communicate to the whole school community our beliefs about the purposes and principles of assessment at ISN.

This policy applies to the whole school and is directly linked to our mission statement which is:

We inspire students to take a leading, active, and caring role in our changing world.

We support students in achieving their academic potential, and developing their individuality.

We nourish the minds and spirits of our students in a safe, friendly, and caring environment.

Assessment Philosophy

At the International School of Nice, assessment is viewed as integral to all teaching and learning: planning, teaching and assessment are considered interconnected processes. Assessment at ISN identifies what students know, understand, can do and feel at different stages and defines future learning needs. ISN believes that assessment should be a motivational and positive experience for students, therefore teachers and students are considered partners in the assessment process.

Purposes of Assessment

At ISN we believe the purposes of assessment are to promote student learning, to inform about student learning and to evaluate the effectiveness our programs.

Principles of Assessment

ISN Essential agreements: At ISN we agree to:

- Use summative assessments to frame meaningful performance goals
- Show criteria and models in advance
- Assess before teaching
- Offer appropriate and varied choices
- Provide feedback early and often
- Encourage self-assessment and goal setting
- Allow new evidence of achievement to replace old evidence.

Assessment Practices

We believe students are empowered by being actively engaged in a broad and balanced assessment process which includes

Pre Unit/Diagnostic assessments

Formative assessment

Summative assessment

Reporting

Conferences at ISN include:

Teacher–student: These are designed to give students feedback so they can reflect on their work and further refine and develop their skills.

Teacher–parent(s): These are designed to give the parents information about the student's progress development and needs, and about the school's programme.

Student-led: Student-led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. The conference will involve the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. The student identifies strengths and areas for improvement.

Three-way: Three-way conferences involve the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process.

The written report

Written reports are seen as a summative record for students, parents and the school of a student's progress. Reports will clearly indicate areas of strengths, areas for improvement, and are helpful as aids to a student's development.

Assessment in the Lower School

Pre-Kindergarten, Kindergarten, Grades 1

Reports at this stage will give a subjective assessment of the child's growth in knowledge, skills, and ability within his/her age group. Observations of interacting, communicating and organizing skills are recorded. When making this evaluation, we take into consideration, when necessary, the fact that English may not be the child's first language.

Samples of the student's work are also kept in a portfolio, which are shared with parents during the Student Led Conferences.

Grades 2 & 3

The children in this age group receive a more objective evaluation of their knowledge, skills, and ability as well as a subjective evaluation in the child's growth within his/her age group. There is ongoing assessment in reading fluency and reading comprehension. Reading Comprehension tests are used to monitor children's reading development. Math, Science, Social Studies and Language skills and concepts are also continually evaluated based on what was taught.

Samples of the student's work are also kept in a portfolio, which are shared with parents during the Student Led Conferences.

Grades 4 & 5

The children in this age group receive an objective rather than a subjective evaluation of their knowledge, skills and ability. Children are responsible for learning from each other through projects, oral presentations and group work. Knowledge and skill development are continually appraised. The report card is based on the learning outcomes for these grades and the evaluation of classwork and homework. Reading Comprehension tests are used to monitor children's reading development.

Reports are sent home at the end of each semester. These reports give the parents and students an in-depth evaluation of the progress being made not only in academic and subject areas, but also emotionally and socially. Students will compile a portfolio of their learning which will be shared with their parents in the spring.

Students in Grade 5 will take the **International Student Assessment (ISA) tests** from the Australian Council of Academic Research (ACER) during the year. These tests are a way to benchmark our school against other like International Schools in the areas of Mathematical literacy, Reading Comprehension.....

REMINDERS AND HELPFUL HINTS TO PARENTS

School Times

School opens at 8:30. Students should not be in school before 8:30 as there is no teacher supervision before this time. All children should be in the Lower School front playground between 8:30 and 8:45. At 8:45, the children will line up to enter the school and start classes. Parents are not to come into the school with their child. After 8:45 the gate to the school will be closed. Should parents and children arrive late, parents must ring the bell, sign in at the front desk and escort their child to their class. **Please be aware that it is very disruptive to the class and the child to arrive late.**

The Lower School children are dismissed at 3:30pm. They will await either their bus or their parents in the Lower School front playground. Parents should wait outside the main gate to collect their child at the end of school and not collect them from their classroom. Children still in school after 3:45pm will wait outside the main office. **Any changes of going home plans are to be emailed to both the class teacher and the Office as least a day before and latest by 11:00 on the day, not phoned in at the last minute.** Parents must check with the office to make sure there is room on the bus if your child is taking a bus for the day. **Phone calls to the office 5 minutes before the end of school to convey changes of scheduled departures, will not be accepted for the safety and security of your child.** If you are running late, your child will stay at the office until you arrive. However, we encourage all parents to be at school on time when collecting their children, as teachers often have meetings to attend after school and the traffic situation gets more congested when lower school parents arrive during the Secondary School dismissal.

Sick Students

If a child is sick or has a fever, they must stay at home until they are better. Students should then **stay at home 24hours** after they have been sick to ensure they do not spread any illness at school. The school will give work to a student if requested, when they have been ill for more than 3 days.

If your child becomes ill at school, the office will call parents to come and collect him/her.

Parent-Teacher and Student Led Conferences

Teachers in the Lower School are readily available to meet with parents to discuss their child's progress. Parents should call the office to arrange an appointment with their child's teacher. Parents may also communicate through their child's agenda or by e-mail. Parents should not interrupt the teacher when class is in session. There is an Open House Evening in September, a Parent-Teacher-Student conference in the autumn and a student led portfolio conference in the spring. However, we encourage you to discuss any concerns you may have about your child immediately with the teacher, rather than worry about it at home.

Snacks and Lunches

Children should have a **healthy snack** every day to eat during the break times. This should be a piece of fruit, cheese/crackers, dried fruits, muesli bar etc. and not a whole packet of biscuits, crisps, chocolate etc.

The school lunch is available to all students. For details, please inquire at the office. Students may also bring a packed lunch from home.

The Lower School would like to discourage children from bringing sweets or candy to school. In fact the students have initiated a healthy snack programme.

Toys, Mobile Phones and Personal Items

Children are responsible for their personal items which they bring to school. These include rings, watches, lunch boxes, book bags, sports bags and clothing. **Please make sure that coats, jackets and sweaters are labeled with your child's name.** Toys are not allowed in school except for a class activity. Book bags should be checked daily for homework and letters. Children are not allowed to use electronic devices and mobile phones in school. Mobile phones must be switched off at school. **Children are not allowed to use their phones during the school day.** If a problem arises, children need to inform the class teacher who will get in contact with the parents. Parents should inform the office if they need to contact their child.

Absentees/Tardiness/Holiday Work

If parents decide to go away during school time, please inform in writing, the office, the class teacher and the Lower School Principal. The child is responsible in making up missed work. The school will not provide holiday work if you decide to take your child out of school. We would like to remind parents that it is

disruptive to the child's academic progress to miss any school time. Long absences may result in the child repeating a year.

After 10 days of absence you will receive a letter from the Lower School Principal.

Children are expected to be at school no later than 8:45. Repeated tardiness will be noted and brought to the attention of the parents, as this is not conducive to the child's well-being at school. It is also disruptive to the classroom.

Library

The Lower School library, refurbished recently, is open from 8:30 until 15:40 Monday to Friday. There are more than 6,000 books and other media available for loan to students. Each class has a library lesson with the librarian once a week. Students may borrow two books at any one time, however restitution must be made for damaged or lost materials at the replacement cost. Please note that report cards can be withheld if books have not been returned or fees have not been paid for lost or damaged items. The LS library welcomes any parent volunteers who wish to help in the library. Please talk to the librarian if you would be willing to do this. ISN requests that students buy the ISN library bag (Euro 10) which protects books from damage and rain. Students in Gr 4 and Gr 5 can volunteer to help the librarian as student helpers if they so wish. Please speak with the librarian. The library is open every morning before homeroom class to change library books.

The library welcomes you to come and enjoy reading and books!

Private Tutors

If your child has a private tutor after school, you are responsible for all arrangements. If the lesson is cancelled or changed after school, the tutor **MUST** contact the parents to make arrangements. Parents must then inform the school of the changes. The school can not be involved in changes between tutors and students. Parents are the correct line of communication. This is for the safety of your child after regular school hours.

Bus Service

The bus service is available to all students. For details, please inquire at the office. Students are expected to be well behaved on the buses. They are to respect the bus rules and listen to the bus monitors, who are there to ensure the safety of the students on the bus. There is to be no eating on the bus. Students may drink water only. **All students MUST wear their seat belt at all times**, until the bus has come to a complete stop. If a student consistently disobeys the bus rules, they may be expelled from travelling on the school bus for a period of time. Parents will be consulted in all cases.

Birthdays and Invitations

Birthdays may be celebrated in school. Parents are asked to drop off cake, drink and appropriate utensils and cups in the morning and the teacher will have the party at the class' convenience.

Birthday parties at the home are to be organized outside school time. Birthday invitations will only be given out at school if the whole class is invited to the party. Being left out hurts!

Book Bags and School Supplies

Children's book bags should be **checked daily** by parents for notes and letters. Parents are reminded to check their child's supplies regularly and at the beginning of each term. Backpacks are the preferred bag choice for school. Wheely bags take up a lot of room and are noisy in the hallways.

Library Book Bags

The library now has a special library book bag for students to use for their library lessons. Use of these bags is encouraged to keep the books in good condition and in prolonging the shelf life of our collection. These are to be purchased at the beginning of the academic year for a cost of Euro 10.

Lost and Found

Lost and found items are displayed in the lower school corridor opposite the office. Please label all items of clothing so that if found they can easily be returned to its owner. All items lost will be displayed at the end of each term. Any items remaining will be sent off to charity.

Google Classroom

Communication will be through Google Classroom. Each Grade will have a home page. Homework, Field Trips, Reminders and messages from specialist teachers will be posted this way. There will be workshops for parents to learn more about this quick, efficient way of sharing information.

Parents are expected to check their child's class site daily. There will be no homework diaries.

Rules for the Lower School

- Children will not throw rocks, pebbles, sand or any other missiles at another child or object.
- Children will always ask permission to go inside the school during outdoor play times.
- There is absolutely NO running inside the school building and walking is done quietly.
- The bathrooms are to be left clean and tidy after use.
- Children will behave appropriately in the lunch room.
- Chewing gum is not permitted in school.
- Wearing flip-flops is not allowed in school.
- Hats are not to be worn inside the school building.
- AT ALL TIMES, children are to stay inside the school premises.
- The Upper School recreational area is out of bounds.
- Children should not bring money to school. If this is necessary for a book or bake sale, the money should be handed over to the class teacher for safekeeping until needed.
- Children taking the bus should remain seated until their bus stop. They should be quiet, respectful of others and obey the bus monitor. Children who repeatedly disregard the bus rules will be reprimanded and if the situation does not improve, will no longer be allowed to use the bus service.
- At the end of the school day, children will stay in the Lower School front playground until they are escorted to their bus or picked up by their parents. They are not allowed to stay at school to play unattended. Children should not be at school after 3:45 unless they are involved in an after school activity. Children not picked up will wait for their parents at the office. We would like to remind parents that ISN does not offer a child minding service after school.
- Children will treat others with respect at all times.
- **Bullying, stealing, fighting, the use of inappropriate language and rudeness will be dealt with severely. The ISN Lower School will neither tolerate nor accept inappropriate behavior. If the situation is not resolved, further disciplinary action may lead to expulsion.**

Disciplinary Procedures for I.S.N. Lower School

In our goal to help students develop the IB Learner Profile and Attitudes, the Lower School will work with students and parents to address behavioral problems.

Disciplinary action may be necessary in certain circumstances in the Lower School. These may include inappropriate behavior in class, on the playground, on the bus or anywhere else on the school premises.

Examples of inappropriate behavior are as follows:

- **Disruptive behavior in class, on the playground, in the lunchroom, on the bus**
- **Uncooperative behavior in class, playground, bus**
- **Refusal to obey school rules**
- **Hitting, slapping, kicking**
- **Destroying property**
- **Bullying**
- **Stealing**
- **Fighting**
- **The use of inappropriate language**
- **Rudeness to students and/or teachers**
- **Throwing items on the playground, in the classroom or on the bus toward another person**

Steps in Disciplinary Procedure

1. Verbal communication to student of offense by class teacher
2. Note to parents making them aware of situation
3. Student sent to Lower School Principal, Director made aware of situation
4. Written communication by class teacher for meeting with parents
5. Written communication to parents for meeting with Lower School Principal and class teacher
6. Further meeting with parents may lead to suspension
7. Meeting between parents, Lower school Principal and Director
8. Further meeting may lead to expulsion.