

**Karibuni!**

International School Moshi  
Arusha Campus  
2017 - 2018



Parent Handbook  
Early Childhood (EC) – P6

**Mission Statement**

*International School Moshi inspires individuals to be lifelong learners in a global community.*

## **Early Childhood (EC) – P6 Handbook 2017 - 2018**

### **Introduction**

- This handbook and curriculum summary is intended to help you get the best out of our primary school. It gives parents and children information about our school's curriculum and how our school functions. Please take the time to read through it.
- We believe that the well-being and education of our ISM children is best served when there is a partnership between school and home. Through clear communication between parents, teachers and students we can achieve this goal.
- ISM Arusha campus is a co-educational, day school.
- ISM Moshi campus is a co-educational, day and boarding school

### **Primary School Philosophy**

The Primary curriculum works within the framework of the International Baccalaureate Primary Years Programme (IBPYP). This programme is based on sound educational principles and up-to-date research into the ways children learn. It is concept-driven and has inquiry based learning at the heart. An inquirer “stands at the ‘border of knowing and not knowing” (Wells Lindfors, 1999). Inquiry is essentially exploring, wondering, questioning, experimenting, researching and elaborating on solutions to problems. It involves the synthesis, analysis and manipulation of knowledge.

At ISM we believe it is important to:

- Recognise that each student develops in different ways at different rates and that each individual has a unique learning style.
- Determine the existing knowledge that a child brings to new experiences and build on that knowledge by enabling them to make connections to incremental pieces of new information.
- Encourage students to look at the ‘big ideas’, which drive our units of inquiry so that they can reflect on the connections between life in school, life at home and life in the world.
- Provide experiences, which support and stimulate a child's learning through active, hands-on activities, to engage with the environment in an effort to make sense of their world.
- Provide opportunities to practise problem-solving, make decisions and take action.
- Instil in students a feeling of ‘Internationalism’, an understanding of what it means to be part of an international community where they are open to other people's perspectives and are empathetic to other people's situations.
- Encourage students to be independent learners and understand what it means to take responsibility for their own learning.
- Enable students to apply their learning appropriately to new situations
- Encourage students to seek out information, to interpret what they discover and explain those discoveries to others.
- Use a broad range and balance of teaching and assessment styles and methods to meet the varied needs of our learners.
- Offer structured learning support and provide challenge to the academically advanced.
- Support each student's capacity to develop individual talents, abilities, skills and attitudes.
- See ourselves as part of a ‘community of learners’ where parents are involved in all aspects of their child's education and where peers are encouraged to support, and learn from, each other.
- Develop confident individuals with a love of learning who will be able to lead an active, healthy, productive and successful life.

## IB Learner Profile

Through the Primary Years Programme students are engaged in structured inquiry and are encouraged to become:

**Inquirers:** Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct, purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained through their lives.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.

**Communicators:** They receive and express ideas and information confidently, in more than one language, including the language of mathematical symbols.

**Risk-takers:** They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

**Knowledgeable:** They have spent time in our school exploring themes, which have global relevance and importance.

**Principled:** They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.

**Caring:** They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

**Open-minded:** They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

**Balanced:** They understand the importance of physical and mental balance and personal well being.

**Reflective:** They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.

The students are made aware of each profile and how these fit together to create an 'Internationalist'. We actively encourage all our students to think and act with the profiles as the driving force of their thoughts and actions.

## The Curriculum

### The Primary Years Programme (PYP) 3 – 12 Years

The Primary Curriculum at ISM offers a rich, challenging and stimulating programme, which aims to generate in its students an enthusiasm for learning, encouraging them to value learning as a life long process. In 2002 ISM Primary School formally adopted the Primary Years Programme (PYP) of the internationally renowned International Baccalaureate Organisation (IBO). The Primary Years Programme has been developed by a group of International School Teachers and administrators with the aim of providing a common International Curriculum. It synthesises the best research and practice from a range of national systems, with the wealth of knowledge and experience in international schools. The result has been to create a trans-disciplinary curriculum, which is relevant, challenging and engaging for all students in the 3 to 12 age range.



### Primary Years Programme (PYP)

The Primary Years Programme strives for a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action. It aims to achieve these through:

- Focusing on key **concepts**,
- Exploring trans-disciplinary themes, within a body of **knowledge** which has local and global significance,
- Developing essential inquiry **skills**, such as the ability to conduct research, communicate effectively and think critically and creatively,
- Fostering positive **attitudes**, such as tolerance, respect and responsibility,
- Providing opportunities for meaningful **action** and social service.

## The Programme of Inquiry - 2017/18

	<b>Who we are</b>	<b>Where we are in time and place</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organise ourselves</b>	<b>Sharing the planet</b>
	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 our 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, cultural 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 other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>EC</b>	<p><b>Central Idea:</b> Recognising our own and others differences can help us grow and appreciate one another</p> <p><b>Key concepts:</b> Form, Connection, Responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Groups we are a part of</li> <li>Comparing similarities and differences within a group</li> <li>How our behaviour affects others</li> <li>Learning to contribute in groups</li> </ul>		<p><b>Central idea:</b> The art of storytelling uses many different devices that develop our understanding of the world</p> <p><b>Key concepts:</b> Change, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Different types of art used to tell a story</li> <li>How culture can be expressed through story and the arts</li> <li>Interpreting stories</li> </ul>	<p><b>Central idea:</b> Through exploring, observing and communicating we learn to make sense of the world around us and it's natural laws</p> <p><b>Key concepts:</b> Form, Function, Causation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Our senses and how we use them</li> <li>Exploring and observing through our senses</li> <li>Using our senses to make decisions and communicate</li> </ul>		<p><b>Central Idea:</b> The diversity of life on earth creates opportunities for different interactions</p> <p><b>Key concepts:</b> form, connection, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Classifying living things</li> <li>Different ways people interact with living things</li> <li>Things people and other living things have in common</li> </ul>
<b>P1</b>	<p><b>Central idea:</b> People make choices to meet their needs and wants.</p> <p><b>Key concepts:</b> Reflection, Function, Responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>People that make us feel wanted</li> <li>How we make friends</li> <li>How we keep friends</li> <li>Appreciating friendship</li> </ul>	<p><b>Central Idea:</b> Sources of historical evidence help us learn about the past</p> <p><b>Key concepts:</b> Form, Reflection, Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The ways individuals document their histories</li> <li>Reflecting on past experience</li> <li>Documenting our own histories</li> <li>Representing our identity</li> </ul>	<p><b>Central Idea:</b> Creativity can be nurtured through inspiration, imagination and application</p> <p><b>Key concepts:</b> Form, Connection, Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Identifying imagination</li> <li>How we use our imagination</li> <li>Investigating what inspires people</li> <li>Applying imagination to creative endeavours</li> </ul>	<p><b>Central idea:</b> Understanding how and why living things thrive can help us connect with nature</p> <p><b>Key concepts:</b> Causation, Change, Connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Conditions under which plants grow and thrive</li> <li>Life cycle of different plants</li> <li>The connections between plants and other living things</li> <li>How people can affect the growth and development of plants in different places</li> </ul>	<p><b>Central idea:</b> Communities thrive when people are interdependent and take mutual responsibility</p> <p><b>Key concepts:</b> Function, Responsibility, Reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Investigating interdependence in everyday situations</li> <li>Working in groups to plan a community event</li> <li>Identifying our strengths as a community member</li> <li>Teamwork and cooperation</li> </ul>	<p><b>Central idea:</b> Human action has the power to preserve or destroy the earth's natural resources.</p> <p><b>Key concepts:</b> Form, Function, Change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Identifying natural resources in the local environment</li> <li>Discovering how people use natural resources</li> <li>Looking at the pros and cons of how we use natural resources</li> <li>Conserving the natural resources we use</li> </ul>
<b>P2/3</b>	<p><b>Central Idea:</b> People can make choices that affect their well-being.</p> <p><b>Key concepts:</b> Connection, Causation, Responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The connection between positive relationships and well being</li> <li>How we develop relationships</li> <li>How positive relationships benefit us</li> <li>Roles and behaviours within relationships</li> </ul>	<p><b>Central Idea:</b> History can provide an insight into cultural and personal identity</p> <p><b>Key concepts:</b> Perspective, Change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Perceptions of home</li> <li>Exploring the cultural identity of homes</li> <li>The kind of homes in which we lived in the past</li> <li>Traditions that are unique to our homes</li> </ul>	<p><b>Central idea:</b> People use many different forms of expression to convey their uniqueness.</p> <p><b>Key concepts:</b> Form, Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Exploring our uniqueness</li> <li>Forms of artistic expression</li> <li>Interpreting artistic expression</li> <li>The relationship between creating and responding</li> </ul>	<p><b>Central Idea:</b> Life on earth is directly related to how the solar system works</p> <p><b>Key concepts:</b> Causation, Change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>"How day and night are caused</li> <li>Connections between night and day cycles and living things</li> <li>How seasons and climate are caused</li> </ul>	<p><b>Central Idea:</b> Human made systems are carefully designed to achieve multiple purposes</p> <p><b>Key concepts:</b> Form, Function, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Where our food comes from</li> <li>Systems involved in growing and processing food</li> <li>How people work together to distribute food</li> <li>Systems connected with food production</li> </ul>	<p><b>Central Idea:</b> Water is essential for life on earth</p> <p><b>Key concepts:</b> form, connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Where we find water</li> <li>The water cycle</li> <li>What people do with water</li> <li>How water shapes human and animal activity</li> </ul>

	<b>Who we are</b> 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.	<b>Where we are in time and place</b> An inquiry into our 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.	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, cultural beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	<b>How the world works</b> 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.	<b>How we organise ourselves</b> 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.	<b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>P3/4</b>	<p><b>Central idea:</b> Communities are enriched by their members and the different perspectives they bring</p> <p><b>Key concepts:</b> Connection, Responsibility, Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How people in a community are interconnected</li> <li>Contributing to a community</li> <li>Identifying why we are part of different communities</li> <li>Personal stories of community members</li> </ul>	<p><b>Central Idea:</b> Discoveries lead to new understandings that provide a link between the past and present</p> <p><b>Key concepts:</b> Perspective, Change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Why people explore</li> <li>The legacy of exploration</li> <li>Points of view in historical accounts of exploration</li> <li>Evaluating the impact of exploration</li> </ul>	<p><b>Central idea:</b> Rituals, traditions and artefacts are an expression of our beliefs and values</p> <p><b>Key concepts:</b> Form, Connection, Reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Identifying the differences between rituals and traditions</li> <li>Comparing cultural traditions and rituals How values and beliefs influence our expressions</li> <li>The symbolic nature of artefacts</li> </ul>	<p><b>Central Idea:</b> Understanding the properties and applications of materials creates benefits and challenges for humankind</p> <p><b>Key concepts:</b> change, connection,</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The diversity of matter</li> <li>Exploring reactions</li> <li>Predicting how matter behaves and transforms</li> <li>How people use materials</li> </ul>	<p><b>Central Idea:</b> People collaborate to find sustainable solutions that help those in need</p> <p><b>Key concepts:</b> Causation, Responsibility, Reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Why people are in need</li> <li>Structure and function of humanitarian organisations</li> <li>Evaluating the actions organisations take to help people in need</li> </ul>	<p><b>Central Idea:</b> The interaction of living things and their environment can create unique ecosystems</p> <p><b>Key concepts:</b> causation, form</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Conditions that create different biomes</li> <li>Biological needs of living things within an ecosystem</li> <li>The relationship between big and small living things</li> <li>Defining the characteristics of ecosystems</li> </ul>
<b>P5</b>	<p><b>Central Idea:</b> With rights come responsibilities</p> <p><b>Key concepts:</b> Function, Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Rules by which people live</li> <li>The connections between rules and responsibilities</li> <li>Analysing the fairness of rules</li> </ul>	<p><b>Central Idea:</b> Past civilisations can be seen through their legacy in today's world.</p> <p><b>Key concepts:</b> Form, Connection, Reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Defining past civilisations</li> <li>Connections between past civilisations and present day</li> <li>Why modern societies use adaptations of technologies from past civilisations</li> <li>Implications for the future</li> </ul>	<p><b>Central idea:</b> The process of design can help people express their creativity</p> <p><b>Key concepts:</b> Reflection, Function, Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Looking for creativity in everyday features</li> <li>The purpose of design</li> <li>Design cycles and creativity</li> <li>Expressing creativity through design</li> </ul>	<p><b>Central Idea:</b> We harness a variety of forces to make things move</p> <p><b>Key concepts:</b> Causation, Connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How forces make simple machines work</li> <li>Applications of simple machines</li> <li>How simple machines make work easier</li> <li>Similarities and differences between simple and complex machines</li> </ul>	<p><b>Central Idea:</b> The exchange of goods and services is complex and determined by many factors</p> <p><b>Key concepts:</b> Form, Connection, Function</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Features of the tourism industry</li> <li>Services within tourism</li> <li>How people earn their livelihood through tourism</li> <li>Interconnected factors that affect tourism</li> </ul>	<p><b>Central Idea:</b> Natural hazards that result from natural earth processes often need human intervention</p> <p><b>Key concepts:</b> Causation, Function, Responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>"The relationship between natural hazards and the earth's processes</li> <li>The frequency and intensity of natural hazards (</li> <li>How human activity can contribute to some natural hazards</li> </ul>
<b>P6</b>	<p><b>Central Idea:</b> Humans change physically, socially and emotionally throughout their life cycle.</p> <p><b>Key concepts:</b> Connection, Change, Causation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Interconnected nature of our body systems</li> <li>Human physical changes - puberty</li> <li>Connections between physical, social and emotional development</li> <li>Rites of passage</li> </ul>	<p><b>Central idea:</b> Human migration is a response to challenges, risks and opportunities</p> <p><b>Key concepts:</b> Change, Causation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The geography of migration</li> <li>The reasons why people migrate</li> <li>Effects of migration on communities, cultures and individuals</li> </ul>	<p><b>Central idea:</b> Media empowers people to create, extend and challenge our perception of the world.</p> <p><b>Key concepts:</b> Form, Function, Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Forms of media and their role</li> <li>How persuasion influences the way we see the world</li> <li>The power of visual communication</li> <li>How our creativity can influence others</li> </ul>	<p><b>Central Idea:</b> Understanding energy transformation allows us to utilise its power.</p> <p><b>Key concepts:</b> Form, Function, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Sources of energy</li> <li>How energy is transformed to do work</li> <li>Applications of energy sources</li> <li>Energy Conservation</li> </ul>	<p><b>Central Idea:</b> The complexity of governance can influence the process of fair decision making</p> <p><b>Key concepts:</b> Form, Function, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Types of governance</li> <li>How governments use their powers</li> <li>Peoples rights</li> <li>The problems associated with fairness and decision making</li> </ul>	<p><b>Central Idea:</b> PYP EXHIBITION (Student led unit)</p> <p><b>Key concepts:</b> To be determined by students</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>To be determined by students</li> </ul>

## How the Programme of Inquiry works

The Programme of Inquiry (POI) is divided into six transdisciplinary themes that are revisited each year by students. Each theme is taught through a different unit of inquiry so each year the students learn through six Units of Inquiry and four units of inquiry to be taught to Early Childhood. The units of inquiry frame all possible learning engagements; learning that does not fit into the programme of inquiry is taught through stand alone lessons to support inquiry skills and coverage of the essential subject knowledge and skills.

## The Role of Trans-disciplinary Skills

The teaching within and beyond the programme of inquiry promotes the learning of skills and attitudes that are transferrable. These skills play a crucial part of what we strive to achieve through all aspects of our curriculum, including what we assess in students' learning.

### **Social skills**

- Accepting responsibility
- Respecting others
- Co-operating
- Resolving conflict
- Group decision making
- Adopting a variety of group roles

### **Self-management skills**

- Gross motor skills
- Fine motor skills
- Spatial awareness
- Organisation
- Time management
- Safety
- Healthy lifestyle
- Codes of behaviour
- Making informed choices

### **Communication skills**

- Listening
- Speaking
- Reading
- Writing
- Non-verbal

### **Research skills**

- Formulating questions
- Observing
- Planning
- Collecting data
- Recording data
- Organising data
- Interpreting data
- Presenting research findings

### **Thinking skills**

- Acquisition of language
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectic thinking
- Metacognition

### **Parent Information Sessions:**

Throughout the year the school will organise coffee mornings. These informal sessions focus on the curriculum and primary school initiatives. Parents are encouraged to attend as these sessions are a great way for you to find out more about how learning works in the primary school. We also on occasions hold late afternoon / evening meetings.

## End of Primary - The PYP Exhibition

In the student's final year of the PYP (P6 at ISM), students get the opportunity to demonstrate their growth to becoming independent learners. The PYP exhibition is a unit of inquiry that is directed by the students themselves. The subject of the exhibition should be a real-life issue or problem, local or global that the students themselves identify with.

The exhibition has a number of key purposes:

- For students to engage in an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesise and apply their learning of previous years and to reflect upon their journey through the PYP
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle school education

## From PYP to MYP

*Both programmes are based on a common philosophy of learning: They deal with pedagogy and are taken from a variety of educational traditions: personal, cultural and universal perspectives. The programmes model and reflect global 'best practices' and enable local action and response.*

PYP	MYP
<p><b>Trans-disciplinary Inquiry</b> Every discipline is used to explore central ideas from within a programme of inquiry</p> <p><b>Exhibition (In P6 year of the programme)</b> Students explore multiple perspectives. They conduct an in-depth collaborative inquiry that gives students the opportunity to: identify, investigate and offer solutions to real-life issues or problems.</p> <p><b>Action</b> What happens in class motivates students to take action.</p>	<p><b>Integration of Learning</b> Where themes emphasize connections between subjects acting as lenses to connect the classroom with the real world.</p> <p><b>Personal Project (In M5 year of the programme)</b> Students reflect on prior learning experiences and areas of interaction, to use their own initiative when creating and demonstrating their ability to process information to solve problems or fashion products, communicate their results and reflect on the effectiveness of their choices. It is a significant body of work produced over an extended period of time.</p> <p><b>Community and Service</b> Action is a natural outcome of genuine empathy and a result of students learning about community needs and individual responsibilities.</p>

## Teaching Methods

- The primary teachers employ a wide variety of teaching techniques and strategies in their classrooms, which are predominantly inquiry based. These will include co-operative learning, using manipulatives, projects, experimental and independent learning, games, role-play, modelling, dramatisation, activity sheets and many more. Students will work in a variety of different groupings including whole class, group work, partner work and individual tasks.
- Although subjects are taught through the Programme of Inquiry wherever possible, on occasions it may be necessary to plan for some subject specific activities outside of the Units of Inquiry.

## Assessment & Reporting

### Assessment

In the primary school we practice Authentic Assessment, this means assessment is:

- Ongoing, providing descriptive information about a learner's progress, it informs teaching and learning and provides information for planning future activities, goals and targets.
- Diverse and multidimensional in its' application; it uses real life scenarios, audiences, demonstrations, written assessments, oral assessments, technology, as well as artistic expressions.
- Diverse in the use of assessment tools and strategies like, rubrics, check lists, self assessment, peer assessment, tests, observations and criteria-based.
- Inclusive and engages students to become active participants in the assessment process through goal setting, reflecting, learning journals and student led conferences.

Each academic-year (in March) ISM implements the ACER International Standardized Assessments in P4, P5 and P6. These tests assess the attainment of students and have been specifically designed with international students in mind. Results are used to inform curriculum development.

### Reporting

Communication of the student's progress is essential to student success and should be seen as an opportunity for parents, teachers and students to exchange information that will help the student. Reporting on student progress in the PYP is divided into three distinct categories; parent/teacher/student conferences, student led conferences and report cards. These reporting strategies are intermittently used in each quarter of the academic year.

*Please contact your child's class teacher to arrange an appointment if you need further discussion.*

## Assessment & Reporting

**Written Reports** - All primary teachers are responsible for writing student reports twice a year, a mid-year report and end of year report. The actual report date will be fluctuating although they will be around the mid-year point and in June at the end of the school year.

**Student Led Conferences** This conference is held once a year towards the end of the 3<sup>rd</sup> Quarter. The purpose of these conferences is for the students to let their parents experience some of the learning activities they participate in at school. They will share their portfolios with you and demonstrate their knowledge in certain areas by walking you through various learning centres around the school.

- Student Led Conferences are an assessment and reporting tool.
- Student Led Conferences occur when the student introduces his / her parent to their work in the classroom as well as in single subject lessons which they wish to share.
- The ability of the student to 'lead' the conference depends on the child's age, ability and past experience, however the goal is to increasingly develop each student's ability to confidently discuss themselves and their work in an honest and open manner.
- Student Led Conferences enable students to develop constructive and open relationships and communication between themselves, parents and teachers.

**Parent - Teacher - Student (3 way) Conferences:** These conferences are held the first quarter of the year. During these conferences, parents, teachers and students discuss development in all academic and non academic areas of school. During the conference students will talk about their goals and areas in which they would like to improve. Although scheduled in quarter 1, additional Parent-Teacher conferences can be scheduled according to individual needs at any time during the year.

- Parent Teacher Child Conferences are an assessment and reporting tool.
- Parent Teacher Child Conferences provide the students with the opportunity to share work samples in their portfolio as well as around the classroom.
- Parent Teacher Child Conferences provide parents with the opportunity to reflect and set goals with their child and the teacher.
- Parent Teacher Child Conferences enable students to develop constructive and open relationships and communication between themselves, parents and teachers.
- The ability of the student to 'lead' the conference depends on the child's age, ability and past experience, however the goal is to increasingly develop each student's ability to confidently discuss themselves and their work in an honest and open manner.

<b>Quarter 1 (October)</b>	<b>Parent - Teacher - Student Conference</b>
<b>Quarter 2 (December)</b>	<b>Report Cards - Semester 1</b>
<b>Quarter 3 (March)</b>	<b>Student Led Conferences</b>
<b>Quarter 4 (June)</b>	<b>Report Cards - Semester 2</b>

## Early Childhood

### Age range 3–5

We view children as **individuals** who develop at their **own** rate. For that reason, we provide a child-centred environment that caters to children's needs allowing them to move at their **own developmental pace**.

At ISM the early childhood curriculum and school environment support children's development in a **holistic** way. We as a result have identified four areas of development that we believe are vital to young children's holistic growth:

1. **Personal, Social, and Emotional Development**
2. **Physical Development**
3. **Cognitive Development**
4. **Language Development**

Young children do not separate learning into categories or subject areas such as reading, writing, math, science, and social studies. For this reason, we integrate the PYP subject specific expectations through the lessons we teach in large and small groups and with materials and activities that are available in the learning centres.

By integrating young children's learning experiences, we help them to make sense of their world and connect what they already know to what they are learning. The time they spend in centres allows them to be risk-takers, test new ideas, work out problems, and share their learning with peers, in a safe and supported environment.

The Early Childhood class has 40 minutes per week for P.E., and Swimming plus 2 x 40 minute sessions of Information Technology. The EC have 2 x 40 minute Music lessons.

## Primary Classes

### Age Range 5 - 11

Between our P1 and P6 classes students develop the independent skills that facilitate in-depth inquiry. They further become aware of the relevance of concepts framed through big ideas.

In order to develop independence students will have the opportunity to identify and reflect upon "big ideas" within and between subjects, by making connections between the questions asked and the concepts that drive the inquiries.

As children progress through the grades they will acquire specific knowledge and skills about different subject disciplines like, reading, writing, math, science, and social studies. Much of this learning is fused and integrated into our units of inquiry. However, we do recognise that not all learning can be achieved through integration and therefore it is not uncommon to see specific knowledge and skills being taught through traditional stand alone lessons.

## Organisation for Student Learning

### Admissions

- The school year is divided into four quarters, beginning in August and finishing in June. ISM has chosen August 1<sup>st</sup> as the birth date necessary to move into the subsequent grade level. For example, each child needs to be 5 years old or older by August 1<sup>st</sup> in order to start P1, 6 years old by August 1<sup>st</sup> to start P2, etc. This format is followed every year to P6 where children must be 10 years old by August 1<sup>st</sup> to start P6.
- In our Early Childhood programme students are allowed to enrol at the age of 3. Children can start school at the beginning of the quarter after their third birthday. Therefore our Early Childhood class has children who are between 3 and 5 years of age.
- There might be exceptions in any admissions, and this will be determined by the child's age, educational background and the school's assessments of the child's ability and maturity to help decide which class he or she enters. Children are eligible to enrol at our school providing that we believe we are able to cater for their needs.
- The Early Childhood and P1/2 enrolments will not normally exceed 20 students and the P3-P6 classrooms will not normally exceed 25 students, unless special circumstances apply. We are a small primary school but have a strong tradition of working closely with each other and the teachers take pride in knowing the names of every primary student.

### Primary Classrooms

Currently there are six primary classes in ISMAC primary school. In addition to homeroom teachers, students are also taught by single subject teachers for music, IT, Swahili and (from P3) French. ISMAC also offers learning support for students in the primary who may have specific education needs (SEN) or require additional English language instruction (EAL).

Class	Class teacher	Teaching Assistants
<b>Early Childhood</b>	Liz Acomb	Loveness & Beatrice
<b>P1</b>	Diana Kraft	Sada
<b>P2</b>	Carmen Maaschalk	Sarah
<b>P3</b>	Ally Weston	Rosemary
<b>P4/5</b>	Sarah Lema	Esperance
<b>P6</b>	Amanda Bowen	Rose
<b>Kiswahili</b>	Ann-Joyce Mwama	No TA
<b>French</b>	Olivier Emond	No TA
<b>ICT</b>	Christine Matemu	No TA
<b>Music</b>	Tyler Dixon	No TA
<b>Learning Support</b>	Marilyn Simonson (SEN) Katrina Stanford (EAL)	No TA

## The School Day

The school day is from Monday to Friday and begins at 8.00am. Students should be in classes by 7.55am, prepared to start the day. Please remember that lateness can be very disruptive to lessons and is never the best way to start the day. With the exception of Early Childhood, which offers different finishing times, all primary classes finish at 2.30pm Monday to Thursday and 2.00pm on Fridays.

Parents and drivers must arrive by 2.30pm to collect their children from the classrooms, unless they are taking part in the co-curricular activity programme. Below is a general guide to our school day:

### Early childhood:

- Half Day Programme 8:00 – 12:00
- Full Day Programme 8:00 – 2:30 (2:00pm on Friday)

### P1 to P6:

Monday – Thursday (8.00am to 2.30pm)	Friday (8.00am to 2.00pm)
10.00 - 10.20am - Morning break	10.00 - 10.20am - Morning break
12.00 - 1.00pm - Lunch time	12.00 - 12.40pm - Lunch time
<b>Monday &amp; Wednesdays</b> Co curricular Activities 2.30 - 3.30pm	

### Share Time Assemblies:

During the year each class has an opportunity to host / introduce presentations by their own and other classes based on their programme of inquiry being investigated in the classroom, or other learning. This is also an opportunity for the Student Council to talk to the whole school. We encourage parents to attend our Share Times.

- EC – P6 Arusha 'Share Times' are held on intermittently throughout the year on Friday afternoons at 1.00pm (approximately). Notification is sent via the class teachers.

**NOTE:** The school cannot accept any responsibility for student's safety or welfare after 2.30pm unless they are attending organised classes or CCAs. Please do not leave your child unattended or unsupervised. Once a child's activity is finished please be prompt in picking them up or ensure that transport is provided and punctual.

## Co Curricular Activities (CCAs)

We offer a range of creative interest and sporting activities, which are **optional** for primary students. CCAs run throughout the year, on **Monday and Wednesdays, 2.30 to 3.30pm**, but never on the first or last week of a school quarter. An electronic sign-up is sent to parents for each quarter and we request that you observe the closing date for applications. Some co-curricular activities will be offered by outside instructors and may incur a charge.

Private music lessons are available for certain instruments for an additional fee, through 'Umoja' Music. Arrangements for these lessons can be made with the music teacher, at the beginning of the school year. Lessons include piano, guitar, and violin; and other instruments according to the availability of teachers.

## Class Trips

### Class Day Visits

- ISM Primary School tries to include many excursions into the local community as part of its curricular provision. For any trips the school may require parents to participate in some of the costs for the trip. Children are not allowed to leave the school campus unless a completed permission slip has been received by the teacher, therefore we ask parents to return permission slips promptly to avoid disappointing your child. Parents may need to provide a snack or lunch for the child and/or pocket money.

### Field Study Trips

- Each upper primary class takes one camping trip during the school year. P1/2 classes have the opportunity to have a 'Camp Out Day' on the school grounds. Overnight camping excursions begin in P3 with a well-supervised camp either on the school grounds with the use of school facilities or at a designated site chosen by the teachers. This progresses for the older primary classes to trips further a-field. Details for all overnight trips will be sent to parents well in advance.

## Library

- A resource - All ISM families are encouraged to access literature and information. Primary students may borrow up to two books at any time. Parents are also welcome to borrow books. All books are due two-weeks after checkout date.
- Borrowing days - each class has a regular borrowing day, this will be communicated to parents as part of the weekly schedule.
- Opening times - during co-curricular activities until 4.00pm. In order to allow parents and children to check out books on non CCA days, the library closes 30 minutes after the close of school.
- Respect - be aware that lost or damaged books will have to be paid for.
- Library Bags - we need you to purchase these in order to keep our books in good condition.

## Homework

Most students are set regular home learning assignments as a continuation of learning that happens in the class and as a way to cultivate positive working habits.

Assignments may not always be in the form of a written piece of work, it may be a preparation for learning that will happen or a reflection piece on learning that has happened. Work completed at home is considered to be an important part of the child's academic programme and we expect assignments to be completed on time. Students need to organise their days with the help of parents or guardians so that they have enough time to do their work at home well. Below is an estimate of the work at home schedule. This is an approximate guide and there are times when no work for home is assigned.

- P1 / 2                    10 – 20 minutes per night  
(Including 10 minutes or more of independent reading)
- P3 / 4                    20 – 30 minutes per night  
(Including 15 minutes or more of independent reading)
- P5 / 6                    30 – 60 minutes per night  
(Including 30 minutes or more of independent reading)

Independent reading should be enjoyable and a means of gaining reading fluency and understanding. The partnership between parent and child confirms that education is highly valued in the home. Work for home, however deserves an equal place alongside family activities, music practice, sport practice and playing with friends.

## How can I support my child's learning at home?

You can help your child by:

- Asking them questions and engaging in conversations about their learning
- Maintaining regular contact with the school
- Sharing books with your child
- Supporting your child's mother tongue
- Assisting your child with research projects
- Attending curriculum information sessions at school and parent / teacher conferences
- Providing an appropriate setting and structured routine for doing homework

## Celebrations

ISM has developed some guidelines to help you organize your child's birthday celebration in a manner which is appropriate within our school community. We believe that such celebrations are important and we certainly appreciate the fun and enjoyment they bring for children and families. However, on occasion, these celebrations; supposed to be happy times, can lead to sadness and hurt feelings if not dealt with in a sensitive way.

This set of guidelines is intended to reinforce our PYP Attitudes and Learner Profile statements, to promote inclusion, caring and respect for all of the children in our school.

### **GUIDELINES:**

#### **Integrity:**

***When coordinating a celebration, parents and students will demonstrate a considered sense of fairness.***

Invitations for a whole class group can be distributed at school. More selective guest lists must be distributed outside of school.

Don't forget: Our classroom communities can be comprised of TWO grade levels.

#### **Respect:**

***When coordinating a celebration, parents and students will be respectful of themselves, others and the world around them.***

ISM/AC class teachers are happy to share a cake with your child and their classmates during the school day. We ask that parents wishing to take this option contact the class teacher to arrange a convenient time and day. The class teacher will not distribute party bags, sodas or conduct party games.

#### **Empathy:**

***When coordinating a celebration, parents and student will be sensitive to and mindful of the feelings of others.***

We ask for parental support in discussing with your child the realities and necessary considerations of people and parties. Developing a guest list and dealing with not being invited are good opportunities for parents to teach and guide their children into deeper understandings of how people react in different situations. We ask that you help your child consider how others might feel and appreciate that it is not necessary to be invited EVERY time!

## Dress Code

### PE Kit and swimming

- All students are required to wear their PE uniform to school on PE days (Black pants / shorts and a purple ISM top) including training shoes, hat and water bottle. Students are encouraged to bring a change of clothes in the event that they need to change after PE lessons. A swimming costume and towel are required on swimming days, these should be labeled with the students full name. All students are expected to participate in all swimming sessions, as this is a statutory part of the school curriculum. If a student is at school then s/he is assumed to be fit to swim. Please send a note to the classroom teacher if your child is to be excused from swimming.
- It should be noted that due to weather conditions some swimming classes are cancelled. This is left to the teachers' discretion.

### General

**ISM T-Shirts** are to be worn on non PE days. We expect children to dress in clothes appropriate for the school day, with sturdy shoes suitable for running and climbing at play time. Please note that flip flops are not suitable for the playground. Our school dress code emphasizes that all clothing should show respect for the local community so clothes that reveal too much of the child's body are not allowed. The wearing of dress jewellery (eg. dangling ear rings, bracelets) is not allowed. In the interests of protecting children from the sun's harmful rays, **hats are a statutory requirement for all outdoor play and lessons.**

### **Jewellery**

For safety reasons we ask that students do not wear jewellery to school. Students may wear a watch. If your child has pierced ears then please make sure that they only wear studs to school.

### **Hair**

For health reasons we prefer students with long hair to arrive at school with their hair neatly tied back in a ponytail or plait etc.

## Health and Safety

We hold regular fire drills to ensure quick evacuation of our children in emergencies and our many fire extinguishers are regularly checked. We always do our best to ensure that our students are as safe as possible during their time on our campus. Teachers and classroom assistants supervise playtimes and we regularly check to make sure all playground equipment is safe. Please try to ensure that your children are not left on campus at times when there is no supervised activity for them to attend.

We hope that all parents will help us in our quest to keep ISM safe. If you see, or if your child tells you of anything that you feel might cause an accident on campus please do not hesitate to send a note to your child's teacher or to give us a phone call. We will act as soon as possible on any such report.

## Illness and Accidents

If your child is unwell we ask you to keep them at home for at least 24 hours after the illness in order to discourage the spread of viruses. Please ensure that you call the school office or let us know in writing if your child is unable to attend school. Late attendance is recorded- students arriving late to school will receive a 'late slip' from the Reception.

As part of the admissions process parents are requested to fill in a medical form. This information is confidential but it is shared with the class teacher as the primary carer. In the

event of any illness or accident these forms are consulted before administering any form of medication. **Should circumstances change, it is a parent's responsibility to provide the school with an update of any medical information.**

In the event of an accident at school, the school nurse is available to administer medical treatment. Parents will be notified by telephone if any treatment is to be administered and also if a child has sustained an injury of any severity particularly to the head. The member of staff on duty at the time of the incident completes an accident report slip, which is filed in the child's records.

*We strongly advise parents and guardians to avoid allowing their children to miss classes unless it is absolutely essential. If you expect your child to miss a class for any reason other than illness, (for example, to attend a family or religious ceremony) please contact the Head of Primary as soon as you know that the child will miss a class. The Head of Primary will inform the class teacher.*

### **Head lice**

If at any time your child has head lice, please ensure the successful treatment of his/her hair before sending them to school. We would also appreciate that you inform the school as soon as possible in order that all parents can be advised to check their child's hair to reduce the chances of head lice epidemics.

### **Contagious diseases**

If your child has a contagious disease, for example, conjunctivitis or ringworm, please ensure that they are kept at home during the time of the infection and that they have completely recovered from the illness before they return to school.

## **Lost Property**

- Our students are expected to take responsibility for looking after their own property. The school cannot be held responsible if items are lost, damaged or stolen.
- Please ensure that property is properly labeled as that way it is much easier for things to be returned quickly and easily. Any items that have been found are handed in and placed in the lost property baskets outside Reception.
- Valuable items should not be brought to school.

## **Money**

Children are responsible for any money they may have in school. Money sent in for trips should be placed in a clearly labeled envelope and given to the class teacher upon arrival at school.

## Home-School Communication

### Communication

We aim to be a sustainable school and therefore utilise electronic communication as our primary means of sharing information. ISMAC staff email addresses follow a simple naming convention:

ISMAC Staff: *teacher's first name + surname initial@ismac.ac.tz*  
e.g. Darren Accomb = *darrena@ismac.ac.tz*

Please assist us by ensuring that the school has your most up to date email address and mobile phone number. Below is a breakdown of how different kinds of information will be communicated between home and school

### For absences:

Please note that if you need to take your child out of school during school hours for any reason it is important that you notify the class teacher and/or the office staff either in writing or by telephone.

### For learning:

All students have a home school communication book for transmitting information about learning. Teachers may use these books differently according to the intended learning and the kind of assignments children are asked to complete. In addition teachers manage a classroom blog that not only documents learning in the classroom, but acts as a communication portal for teachers, parents and students.

### For events and ISMAC news:

Upcoming events are usually shared through our whole school newsletter. The newsletter is published on a weekly basis and sent to parents electronically. The content of the newsletter will include snippets of learning from the classroom, field trips, Share Time assemblies, ISM sports and community events, and general news about the school deemed important to share with parents. A copy of all the newsletters are also posted on the school website.

If you have any concerns about your child's academic progress or behaviour, in the first instance please contact your child's class teacher to make an appointment. This may be via the communication book, by direct contact, via email or by telephoning the school office. If there is still a problem then please contact the Head of Primary for an appointment.

### For more information please contact:

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