Vientiane International School

‘Vientiane International School’s mission is to challenge, inspire and prepare learners for life.’

Primary Handbook & PYP Curriculum Guide

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Welcome to our Primary School Learning Community

At Vientiane International School (VIS) our mission is to challenge, inspire and prepare learners for life. We provide a safe, respectful, collaborative and sustainable learning environment, a high quality holistic education, empower learners to be internationally minded global citizens and enrich learning experiences through interaction with the Lao community and our international communities.

Dear Parents/Guardians

I would like to welcome you to our Primary School at VIS.

Your child attends an innovative school where students are challenged and find learning stimulating. VIS is an optimal learning and teaching environment where the student’s happiness and academic progress are at the center of our focus.

All teachers at VIS wish to encourage a genuine desire to learn in their students, and to challenge each of them to reach their potential. We are in a partnership with you in wanting the best for your child.

You will find in this booklet an outline of the Primary School’s values, goals and organization. It also provides general information about the school and our curriculum.

Sincerely,

Glenn Lawler
Primary School Principal

Office Phone: (856) 21 486 001
Web: www.vislao.com

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References:
International Baccalaureate Organization (2011) Primary Years Programme, Middle Years Programme and Diploma Programme, Language and Learning in IB Programmes, Making the PYP Happen, What is an IB Education Cardiff: International Baccalaureate Organization
SECTION 1 - GENERAL INFORMATION FOR PARENTS

Absent From School

If your child will be absent from school for any reason, please contact the Primary Office on 021 486 001 or primarieschool@ourvis.com. Notification will then be sent to your child’s class teacher.

It is very important for you to report any contagious diseases to the School Nurse. Your reporting will allow us to notify other parents to lookout for potential symptoms and avoid any spreading of diseases.

In the event your child becomes sick during school hours, the school nurse will contact you. It is critical that we have up-to-date phone numbers, email addresses and an emergency contact number (of someone living in Vientiane). Please be sure to inform the Primary Office when any changes are made to this information.

Please contact your child’s homeroom teacher and the Primary Principal if you expect to be absent from school for reasons other than illness.

Arrival and Dismissal Times

7:20-7:50 am  Parent and bus drop off time  
7:50 am  School begins  
3:00 pm  School concludes

Note that on Tuesdays dismissal time is 2:15pm. Please be sure to communicate with your child’s teacher any changes in dismissal routines. In an emergency you may call the Primary Office or the Front Office Reception and we will inform your child’s teacher. Please also send a note to your child’s teacher if your child is to be collected by a person other than a parent.

If your child arrives late or needs to leave early he/she needs to present to the front office reception in the Main Administration Building to complete sign in or sign out procedures.

Assemblies

Gathering together as a school for assemblies on a regular basis is valued in the Primary School. At assemblies we celebrate learning, honor and participate in cultural celebrations and enjoy student performances. We appreciate parent support. Assemblies generally take place at the end of each month in the Fitness Room. Days and times will be announced in the Newsletter.

Behaviour – Essential Agreements:

The Primary Student Council has developed the following Essential Agreements. In the Primary School we agree that our play and learning spaces should:

• be fun  
• feel like you are included  
• feel safe  
• be respectful of everyone and everything  
• be happy
Our school conduct guidelines are based on the PYP attitudes and the International Baccalaureate learner profile attributes. VIS expectations are: “I will be…”

- **Caring** – I show empathy, compassion and respect towards the needs and feelings of others. I have a personal commitment to service, and act to make a positive difference in the lives of others and our environment.
- **Balanced** – I understand the importance of intellectual, physical and emotional balance to achieve personal well-being for others and myself.
- **Principled** – I act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. I take responsibility for my actions and the consequences that accompany them.
- **A Communicator** – I understand and express ideas and information confidently and creatively in more than one language and in a variety of ways. I work effectively and willingly in collaboration with others.
- **A Thinker** – I exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **A Risk-Taker** – I approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
- **Knowledgeable** – I explore concepts, ideas and issues that have local and global significance. In doing so, I acquire in-depth knowledge and develop understanding across a broad and balanced range of subject areas.
- **An Inquirer** – I develop my natural curiosity. I acquire the skills necessary to conduct inquiry and research and show independence in learning. I actively enjoy learning
- **Open-minded** – I understand and appreciate my culture and will be open to the perspectives, values and traditions of other individuals and communities.
- **Reflective** – I give thoughtful consideration to my learning and experiences. I assess and understand my strengths and limitations in order to support my learning and personal development.
- ‘*Being respectful*’ of our school and others, in words and actions, needs particular attention when children are in school premises out of school hours and under parent supervision as children often need reminding that being quiet and calm in the building is just as important as when they are here during school hours.

**Bus Riders**

Parents are asked to reinforce the following expectations - once on the bus students need to stay on the bus, put on a seat belt and remain seated at all times, keep their hands and feet to themselves, and talk quietly with the child seated next to them. Ms Pa is your first point of contact for bus related issues and can be reached on 020 2982 5365. If your child will be absent from school and does not require the school bus service, please send an email to schoolbus@ourvis.com. We understand that “play-overs” occur from time to time and your child may have guests that need to travel home with them. Please refer to our website www.vislao.com for all information and forms regarding temporary passengers.
Calendar
The annual school calendar is posted on the VIS website. A printed events calendar will also be provided to each family at the start of the school year.

Campus
The primary building is situated to the left of the main administration building. In addition to the spacious and well-equipped classrooms, our primary facilities include Performing Arts and Visual Arts rooms, a Library and a Makerspace room. Playing fields, covered courts and two swimming pools are available for students during PE lessons.

Celebrations
Throughout the school year we will be participating in many international and local Lao celebrations. Parents, children and teachers are encouraged to share their traditions within the classrooms.

Co-Curricular Program (CCP)
The Co-Curricular Program (CCP) at VIS begins in September and runs throughout the school year finishing in June. There are three rotations:

Rotation 1: 12th September 2016 – 25th November 2016
Rotation 2: 28th November 2016 – 3rd March 2017
Rotation 3: 20th March 2017 – 2nd June 2017

Primary CCP activities begin straight after school at 3:10pm and finish at 4:10pm, Monday Wednesday and Friday, 2:25pm – 3:25pm on Tuesdays. There are a variety of activities offered for Primary students such as Sports, Cooking, Art, Drama and Music. For more information on CCP’s, please contact the CCP Co-ordinator, Ms Lah at ccp@ourvis.com.

Communication
Open and ongoing communication with parents is one of our top priorities. Please phone (021 486 001) or contact us via e-mail (primaryschool@ourvis.com) if any questions or concerns arise. If you need to meet with a teacher please contact them in advance to schedule a mutually convenient time. Our teachers can be contacted via email following this pattern: first name, first initial of last name @ourvis.com – eg. John Smith is johns@ourvis.com. A whole school weekly Newsletter called “The Dragon’s Flame” is emailed directly to all parents every Monday and contains reminders and dates about school and divisional activities.

Counselor
The school counselor supports students emotionally and socially in all aspects of the school environment and is also available to discuss issues of concern with parents on a private and individual basis. Counselor coffee mornings are also held periodically during the year to discuss relevant social/emotional and parenting topics in a group setting.
Drinking Water

Due to the tropical climate here in Lao PDR it is important for all students to drink plenty of water throughout the day. Primary students need to bring a water bottle at school every day labeled with their name. Water bottles can be filled at the many water stations throughout the campus.

Email

Email is our main method of communication with parents. Please be aware that teachers will not be checking their email while teaching. Any important last minute messages should be relayed through the Primary Office.

English as an Additional Language (EAL)

The English as an Additional Language (EAL) program teaches English to non-native speakers. EAL teachers provide pull-out support in the EAL classrooms, and push-in support in the regular homerooms. We emphasize English language learning and development throughout the school day. Our EAL teachers support classroom teachers and help students with no or limited English to acquire the language skills of listening, speaking, reading and writing. Research shows it may take up to five or seven years for non-native speakers to develop the academic aspects of the language to the same standard as native speakers. For this reason we have clear guidelines for children exiting EAL in the Primary. EAL teachers work together with the classroom teacher to meet the language acquisition needs of the students. Beginning EAL students do not take a second language.

Emergency Telephone Numbers

In case of accident or emergency of any kind, it is imperative that we have an up-to-date telephone number where you can be reached during the day. We also ask that you provide us with the name and telephone number of a friend, or colleague who resides in Vientiane that we may contact if you cannot be reached.

Field Trips

Periodically throughout the school year children partake in field trips into our local Vientiane community. They are connected to our units of inquiry and offer valuable learning experiences. Many field trips require parent chaperones, which offers an additional opportunity for volunteering.

Guests

From time to time we receive requests for a child, usually a friend or relative, to attend school with one of our students. Parents of primary students are required to submit a written request in advance to the Primary Principal who will check suitability of the dates with the classroom teacher. Students who have previously attended VIS are allowed to attend a full day of school.

Health and Safety

When a child enrolls at VIS, parents must complete a Health Form outlining their child’s medical history and immunizations. The school nurse maintains these records. The nurse’s office should be notified of any changes in the health of a student, such as allergies or new medical conditions. All instances of communicable diseases should be reported to the school nurse immediately so that a letter of notification highlighting signs and symptoms of the relevant disease can be sent to other parents. Please contact the nurse if you have questions regarding the school’s health and safety policies.
Home Learning

Students from Grades 2-5 are asked to complete at least 15-30 minutes of reading each day. The focus of home learning is for students to read and take authentic action (as it arises) that connect with Units of Inquiry. The purpose of home learning is for students to read for pleasure. We have shifted from ‘home work’ to home learning as we value the importance of family time and leading a balanced and active life.

Learning Support

Learning Support provides academic reinforcement for children performing below grade level. Children referred to this program are assessed individually. The Student Support Team (SST), which includes the Learning Support teachers, the counselor and the principal, meet with parents to evaluate all information and to create an individualized learning plan for the child. The child will continue to receive academic assistance until they are able to meet grade level expectations.

Library

The Primary School section of the Library is located on the second floor of the library building. It is a place for students to read, inquire and share. Our large collection books contains fiction (from picture books through to easy reader, series, chapter books and graphic novels), non-fiction and reference books. We also have a large collection of fiction and nonfiction and books in other languages together with a wide selection of magazines, newspapers, recorded music and books.

The Library has many online resources, including databases, e-books and sites to support literacy and grade level inquiries. Online resources are accessible through the VIS website or directly from the Library Page without the need for a login for the ease of student use. The Library is open Monday - Friday from 7:30 am – 4:00 pm and most Saturdays from 9:00 - 1:00pm, except where the Saturday falls on a long weekend or holiday.

Lost and Found

Parents are encouraged to mark or label all their student’s items so they can easily be identified and returned. Labeled items that are found will be returned to the student. Other found items (shirts, bags, coats, etc.) are placed in the Primary Lost and Found cupboard located in the far right corner of the canteen seating area. Additional lost and found areas exist in the PE building. Valuable found items such as jewelry or phones etc are handed in to the front administration office and lost items should be reported immediately to the classroom teacher or the office.

Lunch

Students either bring a packed lunch from home, or purchase from the canteen. Menus are available on the VIS website. All food purchases from the café are made using their student ID/campus card. Parents place money of the card in advance for individual student use. Parents can monitor and or restrict what their child is purchasing from the café as well as setting a daily spending limit. Instructions on how to use the campus card can be found on the school website.

Standardised Testing

MAP (Measures of Academic Progress) testing is conducted for students in Grades 2-5 and is a set of online standardized tests in mathematics and reading, taken in September. The norm-referenced results are used by teachers to plan instructional groups and are subsequently shared with parents.
ISA (International Schools’ Assessment) from ACER (Australian Council of Educational Research) is conducted for students in Grades 3-5 testing in Reading, Writing and Mathematics every February. Results are returned to the school in April and shared with parents.

**Nurse**

The school nurse is available from 7.45am – 4.00pm to deal with minor injuries and care for sick children until parents can arrange to collect their child. She maintains all student medical records and dispenses medication as required. Parents can contact the school nurse at moemoef@ourvis.com. It is imperative that the Primary Office has an up-to-date phone number for parents together with the name and number of a contact person (other than a parent, that resides in Vientiane) on file to be used in case of emergency.

**Parent Meetings**

Parent forums will be offered throughout the school year. The topics will include, but are not limited to an overview of the curriculum, specifics regarding math instruction, literacy instruction and technology. The forums will occur at set times throughout the school year and will last about 1.5 hours. They are designed to provide an overview of the learning experiences that occur at school and will offer specific advice for supporting children’s learning at home.

**P & F (Parents and Friends)**

The VIS P & F works towards making our school an integrated community by bringing people together for work and play. We strive to create an environment where we all work together as a team to support our school community and its charities through organizing fundraising, volunteering and social events. We invite all parents to attend the P & F meetings, coffee mornings, special events where you can meet other parents and become a part of this dynamic group. Meeting dates are published on the school calendar.

**Photos**

The school arranges for individual and class photos for students every year with a professional photographer. Parents have the option to purchase these photos. Children may also be photographed during their learning and recess times and these photos may be used in school publications, on the school website or other social media sites such as the VIS twitter and facebook page. No names are published with the photos. Please contact the Communications Manager at communications@ourvis.com should you not wish your child’s photo to be used in this way.

**Physical Education (PE)**

All children will need a small gym bag containing shorts and sport shoes to change into for PE classes. Students must wear their house colour t-shirt for PE lessons. Every child is issued with a new shirt at the beginning of the school year and additional ones can be purchased from the Dragon’s Corner.

The purpose of the physical education program is to expose students to a wide variety of physical skills in order to experience success in a variety of physical activities. Students have fun while working to improve their fitness levels, recognizing the value of life-long physical activity.
Swimming Program:

This program includes several different units including: body control and spatial awareness, games, gymnastics, movement to music, health-related fitness testing and adventure challenges. There is a strong focus on co-operative learning and students are expected to be self-motivated as well as good partners and group members.

Questions

All questions are good questions! We are here as partners in your child’s educational journey and are committed to open two-way communication. Any time you have a question or concern, please let us know.

Recess

Children participate in outdoor recess twice daily – in the mornings at around 10:00 am and after lunch. Due to the intense UV rays, all students must wear a hat whilst outdoors. The P & F provide one free broad-brimmed hat to each new primary student. As fresh air and exercise are so important for child development, we will only remain indoors at break times during severe weather conditions.

Reporting

Reporting to parents takes many forms. Open and ongoing two-way communication is crucial for developing and sustaining an educational partnership. Written reports on student progress are sent home six times per year at the end of each Unit. Additionally, at the end of each unit there is the opportunity for parents to gain further insights into their child’s learning either through 3-Way Conferences, Student Led Conferences or Open Houses:

1. 3-way conferences at the end of Unit 2 are an opportunity for the teacher and parents to exchange information.
2. Student-led conferences in the spring following Unit 5 involves the students sharing their learning with parents.
3. Open Houses take place at the end of Units 1, 3, 4 and 6 which are opportunities for parents to gain more insight as to the learning happening at that point in the year.
4. Seesaw is an on-line tool which captures and documents student’s thinking and provides evidence of learning as an informative and summative assessment. Seesaw is also a way to connect students, teachers and parents that reflect those natural teaching and learning moments which happen all day, every day.
5. A written report will be shared with parents at the end of each unit of inquiry. These will be a comment about who they are as a learner and provide insight to their knowledge and understanding of the unit of inquiry and a descriptor about the focus of the stand-alone mathematics unit.
The written report denotes the below levels of understanding:

<table>
<thead>
<tr>
<th>Level of understanding</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = Not observed</td>
<td>The student has not demonstrated an understanding of the concepts, skills and knowledge in this area</td>
</tr>
<tr>
<td>D = Developing</td>
<td>The student is acquiring an understanding of the concepts, skills and knowledge in this area</td>
</tr>
<tr>
<td>E = Established</td>
<td>The student has demonstrated an understanding of the concepts, skills and knowledge at their current grade level</td>
</tr>
<tr>
<td>Ex = Extending</td>
<td>The student has demonstrated an understanding of the concepts, skills and knowledge beyond grade level expectations</td>
</tr>
</tbody>
</table>

Throughout the school year, teachers will make additional contact if academic, emotional or behavioral concerns develop with your child.

**Security**

Parents are required to wear their VIS Parent Identification to gain entry to the school. If your child is late or needs to leave school early, please report to the front office reception in the main administration building to complete the sign in/sign out procedure.

**Snack**

Please provide your child with a small healthy snack and drink each day. It is very helpful if snacks are packed separately from lunch.

**Supervision after School**

Unless children are attending an after school activity, they must be with a parent/guardian after school. Students may not use the playground or sports field after school hours unless supervised by a parent or guardian.

**Technology**

At VIS we are constantly striving to improve in the area of Educational Technology. Technology in the Primary School is used to support and enhance the PYP model across all curriculum areas. The vision is to inspire and enhance learning through collaboration, creativity and innovation.

Through technology use, there are greater opportunities for interactive communication and exchange of information through global collaboration, authentic learning, expansion of the learning community and empowerment for all learners.

To support our school philosophy of Inquiry and 21st Century Learning we provide an iPad for every student in Grades 4 and 5. Each class from Early Years to Grade 3 have sets of iPads in their rooms for the students to use. We will also continue to have Netbooks (small laptops) available for student use.
Volunteers

A child’s school life is greatly enriched by a family that is well informed and active in school affairs. We welcome parent involvement and encourage close ties between parents and our school. Early in the school year parents are asked if they are interested in volunteering at the school. There are many ways in which parents can assist at the Primary - we would love for you to be involved!

And finally...

We hope this handbook is useful and informative. Any and all suggestions for improving our communication are welcome. If there is something missing from this handbook that you would like to see included in a future publication please feel free to share your ideas/concerns with our Primary Principal - Mr Glenn (glennl@ourvis.com).

We are looking forward to a wonderful school year!
1. **IB Learner Profile** (this is translated into Lao on the following pages)

**VIS prepares students to be:**

<table>
<thead>
<tr>
<th>IB Learner Profile</th>
<th>Learner attributes we all need to develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring</td>
<td>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.</td>
</tr>
<tr>
<td>Principled</td>
<td>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.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>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.</td>
</tr>
<tr>
<td>Balanced</td>
<td>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.</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>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.</td>
</tr>
<tr>
<td>Inquirers</td>
<td>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.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues that have local and global significance.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>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.</td>
</tr>
<tr>
<td>Reflective</td>
<td>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.</td>
</tr>
</tbody>
</table>
IB Learner Profile

Principled: 
Character described as always acting with integrity, being honest in their dealings and loyally supporting their community through principled, positive action.

Balanced: 
The learner is well-rounded, embracing all aspects of their life, including school, family and friends.

Knowledgeable: 
The learner is well-informed, seeking knowledge for the sake of understanding and curiosity.

Thinkers: 
The learner is creative, reasoning for others to consider, and using higher-order thinking to make informed decisions.

Reflective: 
The learner is introspective, thinking deeply about their actions and the impact they have on themselves and others.

Open-minded: 
The learner is open to new ideas, valuing different perspectives and being receptive to feedback.

Caring: 
The learner shows empathy, compassion, and a caring attitude, promoting a positive environment for others.

Communicators: 
The learner communicates effectively, expressing ideas clearly and respectfully.

Inquirers: 
The learner is curious, seeking understanding and new knowledge, and engaging in critical thinking.

Risk-takers: 
The learner is courageous, taking calculated risks, and embracing new challenges and opportunities.
2. Primary Curriculum

The curriculum is based on and authorized by the International Baccalaureate’s Primary Years Programme (PYP). The PYP is an international curriculum framed for students between the ages of 3 and 12 years. It is a transdisciplinary programme focusing on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic welfare.

The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational programme.

The PYP offers a concept based curriculum which allows students to “build meaning and refine understanding, principally through structured inquiry” (Making it Happen IBO 2009: 14). It provides an internationally designed model and incorporates guidelines on student learning styles, teaching methodologies and assessment practices.

The curriculum framework comprises three interrelated parts:
1. What do we want to learn?
2. How best will we learn?
3. How will we know what we have learned?

The transdisciplinary themes which form the context in which the curriculum operates are:

- **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.] (IBO 2009: 20).
The PYP incorporates 5 essential elements: concepts, skills, attitudes, action and knowledge.

Students explore six subject areas: language; social studies; mathematics; science; the arts -music, visual arts, dance and drama; and personal, social and physical education.

3. A Transdisciplinary Curriculum

The PYP 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 action. The PYP emphasizes the five components of the written curriculum.

3.1 Concepts

What do we want students to understand?

Eight fundamental concepts expressed as key questions, drive the process of inquiry and help to encourage a transdisciplinary perspective. The concepts are:

- Form: What is it like?
- Function: How does it work?
- Causation: Why is it like it is?
- Change: How is it changing?
- 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?

3.2 Approaches to Learning

“The construction of meaning and, therefore, of understanding is complemented by the students acquiring and applying a range of skills. These skills are best developed in the context of authentic situations such as those offered through the PYP units of inquiry.” (Making it Happen IBO 2009. 20)

What do we want students to be able to do?

Self-management skills:

- **Gross motor skills** - Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.
- **Fine motor skills** - Exhibiting skills in which precision in delicate muscle systems is required.
- **Spatial awareness** - Displaying sensitivity to the position of objects in relation to oneself or each other.
- **Organization** - Planning and carrying out activities effectively.
- **Time management** - Using time effectively and appropriately.
- **Safety** - Engaging in personal behavior which avoids placing oneself or others in danger or at risk.
- **Healthy lifestyle** - Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practicing appropriate hygiene and self-care.
- **Codes of behavior** - Knowing and applying appropriate rules or operating procedures of groups of people.
- **Informed choices** - Selecting an appropriate course of action or behavior based on fact or opinion.
Research skills:

- **Formulating questions** - Identifying something one wants or needs to know and asking compelling and relevant questions which can be researched.
- **Observing** - Using all the senses to notice relevant details.
- **Planning** – Developing a course of action, writing an outline and devising ways of finding out necessary information.
- **Collecting data** - Gathering information from a variety of sources, such as measuring, maps, polls, surveys, direct observation, resource books, films, people and exhibitions.
- **Recording data** - Describing and recording observations, by drawing, note taking, making charts, tallying and writing statements.
- **Organizing data** - Sorting and categorizing information, and arranging data into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.
- **Interpreting data** - Drawing conclusions from relationships and patterns which emerge from organized data.
- **Presenting research findings** - Effectively communicating what has been learned and choosing appropriate media.

Communication skills:

- **Listening** - Listening to directions, listening to others, and listening to information.
- **Speaking** - Speaking clearly, giving oral reports to small and large groups, expressing ideas clearly and logically, and stating opinions.
- **Reading** - Reading a variety of sources for information and pleasure, comprehending what has been read, making inferences and drawing conclusions.
- **Writing** - Recording information and observations, taking notes and paraphrasing, writing summaries, writing reports, and keeping a journal or record.
- **Non-verbal communication** - Recognizing the meaning of visual and kinesthetic communication.

Social skills:

- **Accepting responsibility** - Taking on and completing tasks in an appropriate manner, and being willing to assume a share of the responsibility.
- **Respecting others** - Listening sensitively to others, making decisions based on fairness and equality, recognizing that others’ beliefs, viewpoints, religions and ideas may differ from one’s own, and stating one’s opinion without hurting others.
- **Cooperating** - Working cooperatively in a group, being courteous to others, sharing materials, and taking turns.
- **Resolving conflict** - Listening carefully to others, compromising, reacting reasonably to the situation, accepting responsibility appropriately, and being fair.
- **Group decision making** - Listening to others, discussing ideas, asking questions, and working towards and obtaining consensus.
- **Adopting a variety of group roles** - Understanding what behavior is appropriate in a given situation and acting accordingly, and being a leader in some circumstances, a follower in others.

Thinking skills:

- **Acquisition of knowledge** - Gaining specific facts, ideas and vocabulary, and remembering in a similar form.
- **Comprehension** - Grasping meaning from material learned, and communicating and interpreting learning.
- **Application** - Making use of previously acquired knowledge in practical or new ways.
• **Analysis** - Taking knowledge or ideas apart, separating into component parts, seeing relationships, and finding unique characteristics.

• **Synthesis** - Combining parts to create wholes, and creating, designing, developing and innovating.

• **Evaluation** - Making judgments or decisions based on chosen criteria, standards and conditions.

• **Dialectical thought** - Thinking about two or more different points of view at the same time, understanding both points of view, being able to construct an argument for either point of view based on knowledge of the other, and realizing that others can also take one’s own point of view.

• **Metacognition** - Analyzing one’s own and others’ thought processes, thinking about thinking, and thinking about how one thinks and how one learns.

### 3.3 Attitudes
**What do we want students to feel, value and demonstrate?**

- **Appreciation**
  - appreciating the wonder and beauty of the world and its people

- **Commitment**
  - being committed to their learning, persevering and showing self-discipline and responsibility

- **Confidence**
  - feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

- **Cooperation**
  - cooperating, collaborating and leading or following as the situation demands

- **Creativity**
  - being creative and imaginative in their thinking and in their approach to problems and dilemmas

- **Curiosity**
  - being curious about the nature of learning and of the world, its people and cultures

- **Empathy**
  - imaginatively projecting themselves into another’s situation, in order to understand his/her thoughts, reasoning and emotions

- **Enthusiasm**
  - enjoying learning

- **Independence**
  - thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments

- **Integrity**
  - having integrity and a firm sense of fairness and honesty

- **Respect**
  - respecting themselves, others and the world around them

- **Tolerance**
  - feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others

### 3.4 Action
**How do we want students to act?**
Students are encouraged to reflect, to make informed choices and to take action that will help their peers, school staff and the wider community.

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process.

This action will extend the student’s learning, or it may have a wider social impact, and will clearly look different within each age range. In the PYP, it is believed that every student, every year, has the right and should have the opportunity to be involved in such action. This action may be taken by an individual student or by a group of students working collaboratively.
4. Language

VIS believes that language is a means of creating and communicating meaning. It is essential for children’s intellectual, social and emotional development. Competence in language enables people to function in society and to fulfill their potential as individuals. It enables people to examine their own and other’s experiences, feelings, and ideas, giving them order and meaning.

It is not only learning a language, but also learning about language, and through language. The strands of listening, speaking, writing and reading, and visual language are interrelated and interactive, with learning in one strand supporting learning in another.

4.1 Learning Language
In the PYP, language learning is “considered important in promoting intercultural awareness and international-mindedness, which are integral to the organization’s mission.” (Language and learning in IBO programmes IBO 2011: 17)

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.

Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. In the PYP, it is recognized that the teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model for delivering language. Fragmenting learning into the acquisition of isolated skill sets can create difficulties for learners -for example, learners may be able to read, write and spell words correctly in isolation but may not be able to read, write or spell those same words in other contexts. Learners’ needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than being presented with the learning of language as an incremental series of skills to be acquired.

It is acknowledged that development of mother-tongue language is crucial for cognitive development, and in maintaining cultural identity. Success in mother-tongue development is a strong predictor of long-term academic achievement, including acquisition of other languages.

The complex processes involved in language learning represent a series of developmental continuums. A teacher is able to identify where on those continuums a student is positioned to better design appropriate, contextualized learning experiences -to move the student from one development phase to the next. In this way, the learner is able to build on established skills and understanding, while being supported to meet appropriate challenges to extend their learning within their “zone of proximal development” (Vygotsky 1999), which may be represented by more than one phase.

4.2 Oral Language - Listening and Speaking
Oral language encompasses all aspects of listening and speaking -skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers.
Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them.

Oral language involves recognizing and using certain types of language according to the audience and purposes (for example, the language used at home, the language of the classroom, the language of play, the language of inquiry, conversations with peers, giving instructions, interpreting creative texts, the language of fantasy, the language of different generations, of different times and places).

**Overall Expectations**

**Phase 1**
Learners 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**
Learners 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**
Learners 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**
Learners 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**
Learners 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.

**4.3 Visual Language - Viewing and Presenting**
Examples of visual texts are: advertisements, brochures, computer games and programs, websites, movies, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organizers, cartoons and comics. Learning to interpret this data, and to understand and use different media, are invaluable life skills.

Acquiring skills related to information and communication technology (ICT) and visual texts is significant because of their persuasive influence in society. It is important to learn how visual images influence meaning and produce powerful associations that shape the way we think and feel.
Opportunities that invite students to explore the function and construction of images facilitate the process of critically analyzing a range of visual texts. Learning to understand and use different visual texts expands the sources of information and expressive abilities of students.

**Overall Expectations**

**Phase 1**
Learners 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**
Learners 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**
Learners 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**
Learners show an 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, learners 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.

**4.4 Written Language - Reading**
Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader’s purpose for reading, the reader’s prior knowledge and experience, and the text itself. It begins to happen when the young learner realizes that print conveys meaning and becomes concerned with trying to make sense of the marks on the page. The most significant contribution parents and teachers can make to success in reading is to provide a captivating range of picture books and other illustrated materials to share with beginning readers. Enthusiasm and curiosity are essential ingredients in promoting the desire to read. Children of all ages need to experience and enjoy a wide variety of interesting, informative, intriguing and creative reading materials.

**Children learn to read by reading.** In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive
range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

**Overall expectations**

**Phase 1**
Learners 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**
Learners 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**
Learners 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**
Learners 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**
Learners show an understanding of the strategies authors use to engage them. They have their favorite 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.

**4.5 Written Language - Writing**
Writing is a way of expressing ourselves. It is a personal act that grows and develops with the individual. From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organize and communicate thoughts, ideas and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own “voice”, writing is a genuine expression of the individual. The quality of expression lies in the authenticity of the message and the desire to communicate. If the writer has shared his or her message in such a way that others can appreciate it, the writer’s intention has been achieved. Over time, writing involves developing a variety of structures, strategies and literary techniques (spelling, grammar, plot, character, punctuation, voice) and applying them with increasing skill and effectiveness. However, the writer’s ability to communicate his or her intention and share meaning takes precedence over accuracy and the application of skills. Accuracy and skills grow out of the process of producing meaningful communication.
Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

Overall expectations

**Phase 1**
Learners 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**
Learners 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**
Learners 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**
Learners 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**
Learners 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 analyze the writing of others and identify common or recurring themes or issues. They accept feedback from others.

5. **English as an Additional Language (EAL)**

The principal goal of the EAL programme is for students to acquire sufficient competence in English to succeed in their studies at levels comparable to those of their non-EAL peers. The programme therefore provides essential support to students from non-English-speaking backgrounds. Participation in the EAL programme is compulsory for those students whom the school deems to be in need of the programme. Students continue in the programme until they satisfy the exit criteria.

5.1 **Languages**
The Language programme gives students from Prep onwards, the opportunity to learn a second or third language. Students whose mother tongue is offered and are proficient in English can take Language A, thus enabling them to develop academically in their first language. Students whose mother tongue is not offered within the VIS programme attend the Language B programme, thus enabling students to learn a new language. Students have the choice between French or Mandarin Chinese.
6. Mathematics

6.1 Data Handling
Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know. Data can be collected, organized, represented and summarized in a variety of ways to highlight similarities, differences and trends; the chosen format should illustrate the information without bias or distortion. Probability can be expressed qualitatively by using terms such as “unlikely”, “certain” or “impossible”. It can be expressed quantitatively on a numerical scale.

Overall expectations

Phase 1
Learners 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 learners will discuss chance in daily events.

Conceptual understandings:
- we collect information to make sense of the world around us
- organizing objects and events helps us to solve problems
- events in daily life involve chance

Phase 2
Learners 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 learners 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.

Conceptual understandings:
- information can be expressed as organized and structured data
- objects and events can be organized in different ways
- some events in daily life are more likely to happen than others

Phase 3
Learners will continue to collect, organize, display and analyze 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 learners will make the connection that probability is based on experimental events and can be expressed numerically.

Conceptual understandings:
- data can be collected, organized, displayed and analyzed in different ways
- different graph forms highlight different aspects of data more efficiently
- probability can be based on experimental events in daily life
- probability can be expressed in numerical notations
Phase 4
Learners 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. Learners 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.

Conceptual understandings:
- data can be presented effectively for valid interpretation and communication
- range, mode, median and mean can be used to analyze statistical data
- probability can be represented on a scale between 0-1 or 0%-100%
- the probability of an event can be predicted theoretically

6.2 Measurement
To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.

Overall expectations
Phase 1
Learners 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.

Conceptual understandings:
- measurement involves comparing objects and events
- objects have attributes that can be measured using non-standard units
- events can be ordered and sequenced

Phase 2
Learners 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. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Conceptual understandings:
- standard units allow us to have a common language to identify, compare, order and sequence objects and events
- we use tools to measure the attributes of objects and events
- estimation allows us to measure with different levels of accuracy

Phase 3
Learners 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 learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

**Conceptual understandings:**
- objects and events have attributes that can be measured using appropriate tools
- relationships exist between standard units that measure the same attributes

**Phase 4**
Learners will understand that a range of procedures exist 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 learners will be able to measure and construct angles.

**Conceptual understandings:**
- accuracy of measurements depends on the situation and the precision of the tool we live in
- a range of procedures exists to measure different attributes of objects and events

### 6.3 Shape and Space
The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.

**Overall expectations**

**Phase 1**
Learners 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.

**Conceptual understandings:**
- shapes can be described and organized according to their properties
- objects in our immediate environment have a position in space that can be described according to a point of reference

**Phase 2**
Learners will continue to work with 2D and 3D shapes whilst developing an 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. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

**Conceptual understandings:**
- shapes are classified and named according to their properties
- some shapes are made up of parts that repeat in some way
- specific vocabulary can be used to describe an object’s position in space
Phase 3
Learners will sort, describe and model regular and irregular polygons whilst developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners 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.

Conceptual understandings:
- changing the position of a shape does not alter its properties
- shapes can be transformed in different ways
- geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations

Phase 4
Learners 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 modeling. Learners 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.

Conceptual understandings:
- manipulation of shape and space takes place for a particular purpose
- consolidating what we know of geometric concepts allow us to make sense of and interact with our world
- geometric tools and methods can be used to solve problems relating to shape and space

6.4 Pattern and Function
To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called “functions”. This builds a foundation for the later study of algebra.

Overall expectations
Phase 1
Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

Conceptual understandings:
- patterns and sequences occur in everyday situations
- patterns repeat and grow

Phase 2
Learners 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, learners 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.
Conceptual understandings:
• whole numbers exhibit patterns and relationships that can be observed and described
• patterns can be represented using numbers and other symbols

Phase 3
Learners will analyze 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.

Conceptual understandings:
• functions are relationships or rules that uniquely associate members of one set with members of another set
• by analyzing patterns and identifying rules for patterns it is possible to make predictions

Phase 4
Learners will understand that patterns can be represented, analyzed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyze 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.

Conceptual understandings:
• patterns can often be generalized using algebraic expressions, equations or functions
• exponential notation is a powerful way to express repeated products of the same number

6.5 Number
Our number system is a language for describing quantities and the relationships between quantities. For example, the value attributed to a digit depends on its place within a base system.

Numbers are used to interpret information, make decisions and solve problems. For example, the operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculating depends on how the result will be used.

Overall expectations
Phase 1
Learners 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.
Conceptual understandings:
- numbers are a naming system
- numbers can be used in many ways for different purposes in the real world
- numbers are connected to each other through a variety of relationships
- making connections between our experiences with number can help us to develop number sense

Phase 2
Learners 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. Learners 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.

Conceptual understandings:
- the base 10 place value system is used to represent numbers and number relationships
- fractions are ways of representing whole-part relationships
- the operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems
- number operations can be modeled in a variety of ways
- there are many mental methods that can be applied for exact and approximate computations

Phase 3
Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modeling 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. Learners 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.

Conceptual understandings:
- the base 10 place value system can be extended to represent magnitude
- fractions and decimals are ways of representing whole-part relationships
- the operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems
- even complex operations can be modeled in a variety of ways, for example, an algorithm is a way to represent an operation

Phase 4
Learners 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 modeling, 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.

**Conceptual understandings:**
- the base 10 place value system extends infinitely in two directions
- fractions, decimal fractions and percentages are ways of representing whole-part relationships
- for fractional and decimal computation, the ideas developed for whole-number computation can apply
- ratios are a comparison of two numbers or quantities

## 7. Science

### 7.1 Science within a Transdisciplinary Programme

We believe that science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. Science leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world.

It is recognized that teaching and learning science needs be in context, exploring content relevant to students, and transcending the boundaries of the traditional subject area. The transdisciplinary themes provide the framework for the in-depth inquiry, and as science is relevant to all the transdisciplinary themes, all planned science learning takes place within this framework.

The science curriculum is characterized by concepts and skills rather than by content, however, a breadth and balance of science content is covered through the units of inquiry. The knowledge component of science in the PYP is arranged into four strands: living things, Earth and space, materials and matter, and forces and energy.

### 7.2 Science Strands

**Living Things**
The study of the characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationship between and among them, and with their environment.

**Earth and space**
The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and system that shape the planet and the distinctive features that identify it; infinite and finite resources of the planet

**Materials and matter**
The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

**Forces and energy**
The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.
7.3 Science Skills
All teaching and learning provides the opportunity to utilize and develop the transdisciplinary skills. The science component of the curriculum also provides opportunities for students to develop a range of science-specific skills and processes. These examples vary in their degree of complexity and are intended to show progression in the development of each skill.

1. **Observe carefully in order to gather data** for example:
   - students will examine objects and living things to find out more about them
   - observe and manipulate objects by using all their senses as appropriate
   - observe changes in living things, objects and events over a period of time
   - distinguish between significant and less significant observations
   - record observations in a systematic way

2. **Use a variety of instruments and tools to measure data accurately** for example,
   - select appropriate tools and measurement units
   - use standard and non-standard units for measurement
   - measure, compare and record data including mass, weight, time and temperature
   - select appropriate tools and measurement units

3. **Use scientific vocabulary to explain their observations and experiences** for example,
   - students will talk about what is observed
   - describe simple features of objects and events
   - describe what is happening using an increasing scientific vocabulary; record and present findings and conclusions using a variety of strategies and appropriate scientific vocabulary

4. **Identify or generate a question or problem to be explored** for example,
   - students will ask questions or show curiosity about the natural and physical environment
   - ask questions or identify problems that may lead to investigations
   - pose questions and define problems that will facilitate effective investigations or inquiries

5. **Plan and carry out systematic investigations, manipulating variables as necessary** for example,
   - students will identify variables
   - collect information and data from a range of sources
   - suggest approaches and methods for solving problems
   - identify one or two variables relevant to an investigation; recognize the way in which an experiment is unfair if the relevant variables are not controlled
   - reflect on methods used in investigations and their effectiveness

6. **Make and test predictions** for example,
   - students will observe similarities and differences
   - guess and suggest what will happen next in structured situations
   - based on prior learning and/or observations
   - suggest outcomes of an investigation; make justified predictions
   - propose ideas or simple theories that may be explored or tested)
7. **Interpret and evaluate data gathered in order to draw conclusions** for example,
   - students will sort and classify according to observable features or selected criteria
   - look for and recognize patterns in observations
   - compare results of different investigations; interpret information and offer explanations

8. **Consider scientific models and applications of these models (including their limitations)** for example,
   - students will sort and classify according to observable features or selected criteria
   - look for and recognize patterns in observations
   - compare results of different investigations; interpret information and offer explanations

8. **Social Studies**

8.1 **Social Studies within a Transdisciplinary Programme**

In the PYP, social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behavior and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

The transdisciplinary themes provide the framework for the in-depth programme of inquiry, and as social studies is relevant to all the transdisciplinary themes, all planned social studies learning takes place within this framework.

Social studies is characterized by concepts and skills rather than by content. The knowledge component of social studies in the PYP is arranged into five strands which are concept-driven and are linked to each other. They also provide links to other subject areas of the PYP curriculum model.

**Human systems and economic activities**

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

**Social organization and culture**

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

**Continuity and change through time**

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

**Human and natural environments**

The study of the distinctive features that give a place its identity; how people adapt to and alter
their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Resources and the environment
The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

8.2 Social Studies Skills
The social studies component of the curriculum provides opportunities for students to develop a range of social studies skills and processes. These vary in their degree of complexity and are intended to show progression in the development of each skill.

1. **Formulate and ask questions about the past, the future, places and society**
   - students will express wonderings, show curiosity or ask questions about a person or event of personal significance
   - express wonderings, show curiosity or ask questions about the natural and physical environment
   - ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society
   - formulate questions and identify problems that will enable them to make links between prior learning, new situations and further actions
   - formulate questions that promote the transfer of knowledge and make connections across their learning

2. **Use and analyze evidence from a variety of historical, geographical and societal sources**
   - students will draw information from, and respond to, stories about the past from geographical and societal sources
   - access a broad range of first-and second-hand sources of information such as people, maps, surveys, direct observation, books, museums and libraries
   - identify appropriate information and communication technology (ICT) tools and sources of information to support research
   - predict future events by analyzing reasons for events in the past and present

3. **Orientate in relation to place and time**
   - students will explore and share instances of change and continuity in personal lives, family and local histories
   - investigate directions and distances within the local environment
   - distinguish between past, present and future time
   - explore similarities and differences between the past and the present
   - sequence events, routines, personal histories in chronological order; interpret place and time using tools such as maps and timelines

4. **Identify roles, rights and responsibilities in society**
   - students will define own roles and responsibilities within the family, class or school; compare children’s and adults’ roles, rights and responsibilities in society
   - reflect on the rights and responsibilities of children in other societies and make comparisons
   - examine how the rights of a person directly affect their responsibilities
   - investigate how services and systems influence societal rights and responsibilities;
examine the responsibility of people towards the environment

- reflect on opportunities to contribute actively to the community at a range of levels, from local to global

5. Assess the accuracy, validity and possible bias of sources,

- students will examine and interpret simple evidence such as artifacts
- compare the validity of statements from a variety of different sources
- distinguish between fact and opinion; piece together evidence to explain, report or persuade
- analyze and synthesize information; make predictions in order to test understanding; develop a critical perspective regarding information and the reliability of sources

9. Personal Social and Physical Education (PSPE)

Personal social and physical education in the PYP is concerned with the individual’s well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student’s experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

PSPE is integral to teaching and learning in the PYP and is embodied in the IB learner profile that permeates the programme and represents the qualities of internationally minded students and effective lifelong learners. The development of a student’s well-being can be implicitly and explicitly addressed through all areas of the PYP curriculum. Therefore, every teacher has a responsibility to support each student’s personal, social and physical development through all learning engagements both within and outside the programme of inquiry.

9.1 Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner’s concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

Overall expectations

Phase 1

Learners 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. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

Phase 2

Learners 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 behavior. Learners explore and apply different
strategies that help them approach challenges and new situations with confidence.

**Phase 3**
Learners 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 analyze how they are connected to the wider community and are open to learning about others. Learners 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.

**Phase 4**
Learners 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. Learners 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. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

**9.2 Active Living**
An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body’s response to exercise; the importance of developing basic motor skills; understanding and developing the body’s potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

**Overall expectations**

**Phase 1**
Learners show an awareness of how daily practices including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body’s capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

**Phase 2**
Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body’s capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

**Phase 3**
Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and
performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviors and are able to identify these risks in order to maximize enjoyment and promote safety.

**Phase 4**
Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

**9.3 Interactions**
An understanding of how an individual interacts with other people, other living things and the wider world; behaviors, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations.

**Overall expectations**

**Phase 1**
Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behavior affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

**Phase 2**
Learners 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. Learners understand that responsible citizenship involves conservation and preservation of the environment.

**Phase 3**
Learners 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. Learners 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**
Learners 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.
10. Physical Education (PE)

Physical education develops a combination of transferable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities.

**Individual pursuits**

The development of basic motor skills and the body’s capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, athletics and swimming); recognizing a high level of achievement and how to improve a performance.

**Movement composition**

Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, gymnastics and dance).

**Games**

Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.

**Adventure challenges**

A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.

**Health-related fitness**

Recognizing and appreciating the importance of maintaining a healthy lifestyle—the body’s response to exercise including the interaction of body systems and the development of physical fitness.

11. The Arts

The Arts refers to music, visual arts, dance and drama. At VIS these are taught at all levels with students attending specialist classes as follows:

- The Arts are fully integrated into the Early Years Centre.
- Prep to Grade 5 attend Visual Arts and Performing Arts lessons weekly.
- Dance is incorporated into the PE and transdisciplinary programme of inquiry.
- Drama is incorporated into the units of inquiry and may be evident in both specialist and homeroom learning.
11.1 Responding
The process of responding provides students with opportunities to respond to their own and other artists’ works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of drama, dance, music and visual arts, including using specialized language. Students consider their own and other artists’ works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

The responding strand is not simply about reflecting; responding may include creative acts, and encompasses presenting, sharing and communicating one’s own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.

The responding and creating strands are dynamically linked in an ongoing and reflexive relationship. Learners are encouraged to reflect continually upon their work throughout the process of creating, thus reinforcing the close link between these strands.

Overall expectations

Phase 1
Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and 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.

Phase 2
Learners show an understanding that ideas, feelings and experiences can be communicated through the arts. 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 arts. They are aware that artworks may be created with a specific audience in mind.

Phase 3
Learners show an understanding that issues, beliefs and values can be explored in the arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyze their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Phase 4
Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in the arts. They can analyze different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret the arts. They accept feedback from others.

11.2 Creating
The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections
between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

The responding and creating strands are dynamically linked in an ongoing and reflexive relationship. Students are encouraged to reflect continually upon their work throughout the process of creating, thus reinforcing the close link between these strands.

**Overall expectations**

**Phase 1**
Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in the arts can be done on their own or with others. They are aware that inspiration to create in the arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

**Phase 2**
Learners show an understanding that they can use the arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

**Phase 3**
Learners show that as artists, they can influence thinking and behavior through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

**Phase 4**
Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in the arts. They consider the feedback from others in improving their work. They recognize that creating in the arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

12. **Assessment and Reporting**

12.1 **Assessment Terms**

**Pre-assessment**
Activities to gain information of prior knowledge will be used to assess students' prior knowledge and to plan accordingly.

**Formative assessment**
Ongoing and regular assessment will be in use during the teaching and learning process to inform teachers and students about how the learning is happening. A variety of methods will be used.

**Summative assessment**
Designed so that students can show their understanding in an authentic context where possible using performance assessment.
Student self-assessment  Teachers will plan and provide opportunities for students to engage in meaningful reflections and self-assessments.

Peer assessment  Teachers will plan and provide opportunities for students to give peers’ constructive feedback.

12.2 Teacher – Parent - Student Appointments

- If parents wish to discuss any aspect of their child’s progress they will have opportunities to meet with the teacher at any time throughout the year. Appointments should be set at a mutually convenient time and parents may request a third party to be at the meeting.
- If a student is encountering challenges at school, the class teacher will arrange a meeting which may involve the Learning Support Coordinator and/or the Primary School Principal. These meetings can be set during the school day at times that do not clash with teaching, supervision duties, team or other set meeting times.
- Teachers follow a referral process that involves the Learning Support Coordinator. Parents are involved in this process and are informed at various intervals as the process follows its course.

12.3 Conferences

- After an initial meeting involving the class teacher and parents (Hopes and Concerns) there are further formal and informal conferencing times per year are set on the VIS calendar and VIS events calendar. Parents will have the opportunity at the end of each Unit of Inquiry to experience their child’s learning whether that be an informal drop-in “Open House” session, or a formal conference.
- The two formal conferencing times per year are regarded as integral to the Assessment and Reporting program and are in line with the PYP Standards and Practices.
- The 1st semester conference is in the form of a three way conference. Guidelines and information will be developed to support the teachers, students and parents in preparation for these conferences.
- The 2nd semester conference is in the form of a student-led conference. Guidelines and information will be developed to support the teachers, students and parents in the preparation for these conferences.
- All class, support and single subject teachers are involved in preparing students for the conferences.

12.4 Portfolios

Rationale:

- What are portfolios and why do we use them?
  - The portfolio is an ongoing reporting and reflection tool and a record of learning that documents a child’s development and progress over a year.
  - It demonstrates successes, growth, higher order thinking, creativity and reflection from all aspects of the curriculum.
  - It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals.
  - The portfolio is a celebration of an active mind at work.
  - The portfolio is a year-long compilation of work showing both process and product and evidence of development of understanding.
The Portfolio will:

- Demonstrate evidence of student learning that reflects the IB Learner Profile and a transdisciplinary curriculum incorporating the 5 essential elements across the curriculum (knowledge, approaches to learning, concepts, attitudes and action).
- Document both the process of learning and the product, including images and evidence of students in the process of constructing meaning.
- Reflect the day-to-day learning of the student – it is not a showcase for “best” work.
- Recognize the learning diversity of individual students in all areas of the curriculum.
- Be consistent within a year level.
- Be an ongoing process throughout the year.

Who selects pieces of work? How are pieces of work selected?

- Students and teachers select the pieces of work.
- Teacher selections are based on individual student needs.
- Selections should be varied and include work in progress, plans, drafts, final products, a range of assessments, self-assessments, reflections and rubrics.

Sharing the Portfolio:

- The Portfolio is available in the student’s classroom throughout the year.
- It is a part of the reporting process and compliments the written report.
- Seesaw is one of the most effective ways which compliments the teaching and learning. Using photos, video and voice over and reflection writing illuminates the many different learning opportunities that happen each and every day.

12.5 Written Reports

- Written reports are issued at the end of each unit of Inquiry.
- The written report reflects the learning and teaching of the PYP. Therefore, the 5 Essential Elements of knowledge, concepts, transdisciplinary skills, action and attitudes are reported on. (Making it Happen IBO 2009: 10)
- A student must be enrolled for at least 3 weeks before a unit report can be written.

Vientiane International School is a warm and friendly environment that fosters individual learning needs. We pride ourselves as a school that challenges and inspires students to give their best. We are a school that understands the importance of collaborating and building partnerships with parents. We hope to see you soon and invite you to come in and talk to us to learn more about who we are and what we do.

Primary Leadership Team