



INTERNATIONAL
SCHOOL OF
BERGEN

ISB Lower School Early Childhood Centre

Preschool 3, 4 and Kindergarten

International Baccalaureate



2017 – 2018



Welcome to the International School of Bergen

Lower School encompasses Preschool to Grade 5 and is authorized to offer the Primary Years Programme (PYP) of the International Baccalaureate. Our goal in delivering the PYP is to develop internationally-minded students with the knowledge, skills, concepts, attitudes and learner profile attributes needed to continue learning into the Middle Years Programme (MYP) or to fit seamlessly into another country's education system.

Our Lower School begins with the preschool and kindergarten levels in our Early Childhood Centre (ECC), where a high staff to student ratio is maintained. The child-centred, holistic PYP programme nurtures all aspects of the development of the young child. As our students move through the different grade levels, they develop increasing independence and responsibility for themselves, their actions and their belongings. The students' understanding of the world around them and their responsibility as citizens of the world culminates in the final year of the PYP in the grade 5 Exhibition, which draws on students' previous learning and the attitudes, behaviors and skills they have developed over their schooling experience.

We urge you to become familiar with ISB's philosophy, goals and core values outlined in the ISB Parent Handbook and to attend information sessions and home-teacher conferences. Equally beneficial is taking an active part in the home-school partnership by staying informed of current events at school and interacting with class teachers and the Parent Teacher Organisation.

The ECC Coordinating Committee, consisting of parent, staff and administration representatives, provides another means of sharing ideas and plans between the parents/carers and the school.

Our staff and management team value consistent and constructive communication with parents/carers, and we encourage you to share questions and feedback through conversation or via email or phone.

The ISB Early Childhood Centre Team

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PART I THE SOCIAL MANDATE OF EARLY CHILDHOOD CENTRES

CHAPTER 1 THE PURPOSE, VALUES, AND TASKS OF THE EARLY CHILDHOOD CENTRE

1.1 Mission statement for ISB's Early Childhood Centre

The International School of Bergen - *Providing an internationally accredited education serving the business and Bergen communities.*

Core Values

Community

- Coming together and working towards a common goal
- Supporting, motivating and valuing others
- Strong partnerships creating a genuine feeling of family
- Safe, caring and friendly environment
- Appreciating and including everyone

Integrity

- Developing hearts and minds
- Being true, fair and honest to ourselves and others
- Basing decisions on what is best for the greater good
- Trying to always do our best
- Demonstrating the courage to be ourselves

Respect

- Treating others as we wish to be treated
- Embracing and celebrating individual and cultural diversity
- Being open-minded and learning from others
- Valuing ourselves
- Taking care of our own and others' property

Responsibility

- Being accountable for our words and actions
- Taking care of the environment
- Contributing positively
- Creating a stimulating learning environment
- Striving to be dynamic world citizens

Core Objectives

ISB aims to:

- Provide a positive and enriched learning environment for all - **Community**
- Uphold the rights of all individuals and build academic honesty while developing lifelong learning skills - **Integrity**
- Foster an atmosphere of cooperation, open mindedness and a positive attitude towards ourselves and others - **Respect**
- Offer a quality educational programme which is adaptable to the needs of students and develops the skills for lifelong learning - **Responsibility**

Core Beliefs

We believe that the education provided at ISB should reflect the school's core values and objectives. Our international curriculum allows ISB students to evolve into confident individuals and caring citizens of the world.

We believe that:

A successful school celebrates similarities and differences, encourages the development of global citizens, promotes a healthy and secure learning environment, enjoys a supportive and involved community and connects with the rest of the world - **Community**

All learners can experience success, gain self-confidence, become self-directed learners and become positive contributors in a community of different cultures - **Integrity**

An effective community of learners is knowledgeable in their respective content areas, have different teaching styles, recognize and work with different learning styles and unique talents and work hard to grow personally and professionally - **Respect**

A successful educational programme meets the needs of and actively involves all students, supports student growth and success, is integrated, continually developing, multi-dimensional, inquiry based and models life skills - **Responsibility**

1.2 Kindergartens with other mission statements

The ISB is a non-sectarian educational institution.

1.3 The Early Childhood Centre and the IB Learner Profile

The IB Learner Profile is the International Baccalaureate's mission statement translated into learning outcomes. These ideals inspire, motivate and focus the work of the schools and teachers, uniting them in a common purpose.

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

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

1.4 Children and childhood / 1.5 Children's participation

ISB Early Childhood goals

The Early Childhood classes at ISB offer a wide ranging programme of activities for students between the ages of three and five years. There is a strong emphasis on directed play, supported inquiry and the development of basic skills.

Early Childhood students will be able to:

- extend their range of profitable learning experiences;
- use a range of materials and equipment in planned and progressive ways, which stimulate and advance their social, emotional, physical and cognitive development;
- develop through an approach which stimulates and builds upon their natural curiosity;
- experiment with, explore, and interact with their environment;
- be imaginative and creative through all subject areas;
- plan, implement and reflect upon their experiences;
- understand that they are valued members of the community, and that they in turn will value and respect others, regardless of race, creed, religion or background;
- develop their early knowledge, understanding and skills in ways which provide a sound basis for later education;
- develop an acceptable behavioural pattern to ensure a safe learning environment.

ECC students are given the opportunity to express themselves, be heard and participate in decision-making. Different opinions and perspectives are encouraged.

1.6 Collaboration between home and school

Home - school communication

There are several formalized occasions throughout the year for the communication and sharing of information between the home and the school, ranging from home-school conferences and student-led conferences through to open houses and information sessions. Parents/carers are advised of all upcoming opportunities for information through the school newsletter, information sent home by staff, and via the school's Facebook page.

Parents/carers are able to communicate with ECC staff informally on a day-to-day basis, e.g. during drop-off/collection times and via phone and email.

Parent/carers information

An information session for parents/carers is arranged at the beginning of the school year. On this occasion, teachers provide relevant information for their grades, including information on curriculum and general classroom routines. This is also an opportunity for parents/carers to ask questions about the upcoming school year.

1.7 Pedagogical understanding

In the Early Childhood classrooms, the teachers and assistants collaborate together to implement the International Baccalaureate Primary Years Programme (PYP), designed for students aged 3 to 12. Lessons are conducted in English.

The Primary Years Programme (PYP) focuses 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 development.

The PYP encourages an active learning approach through which children construct meaning from experience about the social and physical world that surrounds them. Therefore the Early Childhood classrooms encourage inquiry, exploration, investigation and play, both in and out of doors where children have spaces for reading, writing, art, construction, imaginative play and science and technology.

The curriculum design supports an understanding of community and culture, through the Unit of Inquiries they complete.

The Early Childhood programme includes:

- Language (listening, speaking, early reading and writing)
- Social Studies
- Mathematics
- Arts
- Science and Technology
- Personal and Social Education
- Physical Education.

1.8 Physical environment

The ECC is a purpose built facility which has a spacious and varied outdoor area which includes open spaces and play equipment suitable for children of this age. The school (via both the school budget and funds from the PTO) also purchases small equipment when required.

1.9 An inclusive community

The ISB philosophy and goals emphasizes that each child is seen as an individual, giving the student the possibility to reach his or her full potential as learners.

ISB Classroom Covenant

Learners at ISB aim to develop the attributes in the IBO Learner Profile, aspiring in all situations to be caring, principled, knowledgeable, communicators, risk takers, inquirers, thinkers, balanced, open-minded and reflective.

Classroom Covenant

- I have a right to be treated with kindness and respect: no-one will laugh at me, ignore me or hurt my feelings.
- I have the right to be valued as an individual: no-one will treat me unfairly because of my appearance, race, colour of skin, my beliefs, accent, sex or ability
- I have a right to be safe in this school: no-one will use physical force or words to hurt me in any way.
- I have the right to be listened to: I have the right to express my opinions and feelings without being interrupted.

Children at the ECC are supported in expressing views and making sense of the world they are a part of. Through interaction, dialogue, playing and exploring, ECC students aim to develop the IB Learner Profile attributes (see above).

Staff at the ECC:

- support the children's development of identity and positive self-understanding
- support the children's involvement and participation in the ECC community
- highlight and appreciate different needs, opinions and perspectives at the ECC
- notice, recognize and follow up on children's perspectives and actions
- challenge the children's thinking and invite them into exploratory talks
- highlight and accentuate diversity and inequality as a source of experience, exploration and learning

1.10 Early Childhood Centre Coordinating Committee

The ECC Coordinating Committee is a forum where parent/carer and staff representatives meet in order to consider ECC issues and plans. Examples of items or discussion may include aspects of school life such as different expectations regarding the balance between play and structured learning, the curriculum content of the Programme of Inquiry, organizing field trips and similar activities, etc. Reports from the ECC Coordinating Committee will provide important input in decision-making processes at either Management or Board level.

The ECC Coordinating Committee has two parent representatives and two staff representatives. The Deputy Director for Lower School represents the Management/Owner.

PART II THE EARLY CHILDHOOD CURRICULUM

CHAPTER 2 CARE, PLAY AND LEARNING

2.1 Care and upbringing

The care and upbringing of ECC students are reflected in the ISB philosophy and goals, and are therefore an integrated part of the school.

Staff at the ECC receive training in connection with the International Child Development Programme. As described on the programme's website:

“The aim of the programme is to strengthen parents' and caregivers' involvement with their children in a positive way, to give them confidence in their own capacity as carers, to facilitate those relationships that support children's development and to prevent those relationships and conditions that may lead to neglect and abuse of children. In this way our programme is closely linked to the work of promoting children's rights and through its emphasis on empathy and compassion for the other, it also contributes to peace building processes.”

Parents/carers can read more at www.icdp.info/who-we-are

This training is part of ongoing efforts aimed at ensuring an optimal teaching and learning environment for children, parents and staff.

Staff at the ECC:

- support children in relating to staff and to each other
- ensure that all children experience security and a sense of belonging and well-being
- meet all children with openness, warmth, and display interest in each child
- are responsive to children's expressions and meet their needs for care with sensitivity
- support and encourage children to care for others and for themselves
- help children develop confidence in themselves and others

2.2 Play

Social Behaviour, Play and Everyday Activities

At ISB, students from Kindergarten to Grade 5 implement a social behaviour resource, Second Step (“Steg for Steg”). This resource places emphasis on a three-fold system, looking at Empathy, Impulse Control and Anger Management. The children are encouraged to use the methods from the Second Step resource to deal with problems which arise, or ask an adult to intervene. As well, the ECC classes follow the IB's Personal, Social, and Physical Education curriculum document. This involves a focus on the individual's well-being and involves an understanding of self and of one's relationships with others.

The Early Childhood classes at ISB offer a wide-ranging programme of activities for students between the ages of three and five years. There is a strong emphasis on directed play, supported inquiry and the development of basic skills.

The PYP encourages an active learning approach through which children construct meaning from experience about the social and physical world that surrounds them. The Early Childhood classrooms encourage inquiry, exploration, investigation and play, both in and out of doors where children have spaces for reading, writing, art, construction, imaginative play and science and technology.

The intrinsic value of play is recognized at the ECC, and toys and play support the children's learning, social and linguistic interactions. The ECC places importance on children experiencing joy, humor, and excitement through play; alone and with others.

Staff at the ECC:

- collaborate in organizing space, time and play material to inspire different types of play
- help children in using shared experiences as the basis for play and facilitate the development of play themes
- promote an inclusive environment where all children can participate in play and experience joy in play
- observe, analyze, support, participate in and enrich the game on children's terms
- guide the children if a toy or game results in challenging interaction patterns
- are aware of their role and assess how they participate in children's play

2.3 Learning

Units of inquiry

The ECC children complete four units of inquiry during the school year. These are appropriately child-based learning inquiries that have an emphasis on social and physical development, as well as encouraging the children to develop their early reading, writing and mathematics skills and giving them knowledge in the fields of science and social studies.

The Programme of Inquiry for the PYP students is available on the school website and prominently displayed at the ECC, and teachers send home an overview of learning objectives as each group begins a new unit of inquiry. Parents/carers are encouraged to participate in the units of inquiry, for instance by sharing their knowledge or experience with the class, taking part in field trips, attending performances, etc. Children have the use of iPads, computers and interactive boards in their classroom and a media centre, which are often used in conjunction with the unit being covered.

2.4 Social competence

Social competence is included and promoted through different programmes and curriculum learning objectives, in the Personal, Social and Physical Education curriculum document, and in conjunction with the Second Step programme.

Staff at the ECC:

- support children's interactions and help everyone to play with others, experience friendship and learn how to keep friends
- support children in seeing developments from several angles and in reflecting on their own and others' feelings, experiences and opinions
- support children in setting boundaries, respecting boundaries and finding solutions to conflict.
- prevent and stop discrimination, harassment and bullying, and prevent adverse interaction patterns

2.5 Linguistic competence

Staff at the ECC:

- recognize and respond to children's different verbal and non-verbal cues and support their language development
- facilitate the involvement of all children in interactions, conversations and participation in language stimulating activities
- ensure that all children receive varied and positive experiences using language, as a tool for thinking and expressing their thoughts and feelings
- are aware of their roles as linguistic models and are responsive in communication with all children
- observe children's communication and language development and support children who have different forms of communication difficulties
- recognize linguistic diversity as an enrichment tool for children at the ECC, and support multilingual children in using their native language when possible.

For children with English as a Second Language:

Children whose first language is not English receive differentiated support from the teachers and assistants. For example, pictures can be used with students who do not speak English in order to support their understanding of what is going on in the classroom. These children may also receive support by working more often in smaller groups or in one-on-one situations with a teacher or assistant. It is important that parents/carers support their children by communicating at home in their home language/mother tongue, as research shows that a firm grasp in this helps children to develop a 2nd or 3rd language more effectively.

2.6 Cultural events and birthdays

The ECC celebrates cultural diversity and individual identities. The classes organize cultural events and activities as part of their units of inquiry. If field trips involve travel on public transport, and staff may ask for parent volunteers to help with this. Occasionally, parents/carers may be asked to help fund trips, either in full or with a small subsidy. Parents are often invited into classrooms to share information on cultural events observed at home. The school community participates in school-organized cultural events such as UN Day and International Food Night.

All young children enjoy and look forward to celebrating their birthday. Parents/carers may send in treats to share amongst their child's classmates. We ask that parents/carers check with staff in regard to allergies. In regards to birthday parties arranged outside of the school, we ask parents/carers to use discretion when it comes to handing out invitations in the classroom. We recommend inviting all of the children in the class, but if this is not possible then we ask that invitations are handed out outside of the school environment. You may want to also consider inviting only all the boys or all the girls. Please consider the feelings of a child who has been left out of a fun event attended by other classmates.

CHAPTER 3 CURRICULUM AREAS

3.1 Communication, language and text

Language Arts

Language is the major connecting element across the curriculum. Within the PYP, the focus is not only on language for its own sake, but also on its application across the subject areas and throughout the transdisciplinary programme of inquiry. Students are given the opportunity to develop their language skills using a variety of tools and within a variety of settings.

Oral communication: listening and speaking

Students will learn to use oral language for social interaction and to obtain knowledge of people, places and things in their environment. They will communicate their needs, feelings and ideas and respond to a variety of experiences. They will learn to participate in conversations, tell stories and events in sequence, and give and follow instructions.

Written communication: reading and writing

Students will play and experiment with reading and writing behaviours as they engage with books, stories, songs, rhymes and charts. They will be encouraged to focus on the meaning of texts and develop their understanding of the concept of print. They will play and experiment with writing by making marks to communicate ideas. They will assign meaning to their messages and gradually produce recognisable writing.

Visual communication: viewing and presenting

Students will play, experiment, talk about and relate to a variety of media. They will make sense of their world and begin to make connections between the real and imaginary.

Children at the ECC are supported in being able to:

- express their feelings, thoughts, opinions and experiences in different ways
- use language to create relationships, engage in play and as a tool to resolve conflicts
- further develop their understanding of concepts and use a varied vocabulary
- improvise and experiment with rhyme, rhythm, sounds and words
- enjoy a variety of fairy tales, stories, legends and expressions
- experience excitement and joy in regards to reading aloud, storytelling, singing and conversation
- explore and experience different forms of written expressions through various activities, including play writing, drawing and creating letters.

Staff at the ECC:

- create a diverse language environment where children experience joy and develop skills for using language and communicating with others
- highlight linguistic and cultural diversity, support the children's diverse cultural expressions and identities, and promote diversity in communication, language and forms of expression
- invite children to tell, marvel, reflect and ask questions
- encourage children to fantasize and play with language, sound, rhyme and rhythm
- support children's play with and exploration of written language
- use various forms of communication and offer a multitude of books, songs, pictures, etc.
- include all children in language activities

3.2 Body, movement and health

Personal, Social and Physical Education in the IB Primary Years Programme (PYP) at ISB 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.

The IB also believes that physical education in a PYP school should be more than just student participation in sports and games. Its purpose should be to develop 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. There should be specific opportunities for learning about movement and through movement in a range of contexts.

3.3 The arts, culture and creativity

The arts are integral to the IB Primary Years Programme (PYP) at ISB. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. The arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives.

The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. The PYP recognizes that not all learning can be supported solely through language, and that the arts as a medium of inquiry also provide opportunities for learning, communication and expression. Learning about and through the arts is fundamental to the

development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions.

The arts are identified as dance, drama, music and visual arts. Each of these arts is a significant discipline in its own right, but the transdisciplinary nature of arts gives them relevance throughout the curriculum. The arts promote attitudes such as empathy and appreciation, and skills such as analysis, that help us to see the uniqueness of each person as well as explore the commonalities that connect us.

Work in the arts is a way of conveying meaning, sharing a culture, developing one's sense of self, and expanding knowledge. It provides an opportunity to reflect on aesthetic experience, to engage the imagination and explore what is uncertain. Through engaging with and creating artworks, learners are encouraged to reconsider familiar concepts and think about issues of culture and identity. By responding to the work of other artists, they are invited to situate their own creativity within a broader context.

3.4 Nature, environment and technology

Nature and environment topics are covered in the ECC through various units of inquiry related to the science scope and sequence. These units include life cycles, the animal kingdom, senses, the water cycle, and seasons. Through units of inquiry, outings and outdoor play, ECC students are supported in learning how to take care of themselves, each other and nature.

3.5 Ethics, religion and philosophy

Social Skills

The kindergarten class uses a social skills resource called Second Step (see previous). This resource helps to teach children how to resolve conflict through the use of empathy, impulse control and anger management.

Aspects of family and school life to do with beliefs and ways of seeing the world are explored via units of inquiry.

3.6 Local community and society

The Early Childhood Centre regularly plans outings/community walks. These often support the units of inquiry, and help children to gain awareness of their local community and the society around them.

3.7 Numbers, spaces and shapes

Mathematics

Mathematics is a way of thinking, rather than simply a series of facts and equations to be memorized. In the PYP, students are introduced to the power of mathematics; they are encouraged to use it to describe and analyse the world and to use it as a tool for solving problems. An example of this is students using their number skills to equally share out treats amongst their classmates. Students will develop their understandings of mathematics through hands-on activities, games, art and craft, and cookery. For example, students may collaborate on baking cookies for a class event, and in doing so explore concepts of measurement to do with weight and mass.

Children at the ECC are supported in:

- discovering and enjoying mathematical relationships
- forming mathematical concepts and developing ways to express them
- experimenting with numbers and counting
- inquiring into and comparing measurements
- further developing their spatial awareness by exploring spatial correlations with their body and senses
- investigating and identifying characteristics of shapes
- solving math problems and experiencing the value of trial and error

Staff at the ECC:

- model mathematical concepts actively in everyday life
- support children's curiosity, enjoyment of mathematics and interest in mathematical relationships
- facilitate mathematical experiences in order to enrich children's play
- encourage and support children's ability and persistence in regards to problem solving

PART III PLANNING AND COLLABORATION

CHAPTER 4 PLANNING, DOCUMENTATION AND ASSESSMENT

4.1 Planning

The ECC teams meet on a weekly basis to reflect and plan for the upcoming week. Teachers and assistants plan units of inquiry that are followed by the ECC students. This includes planning for all subject areas.

4.2 Documentation as a basis for reflection and learning

ECC teachers complete unit of inquiry planners that include sections for reflection and learning outcomes. Parents/carers are asked for their reflections at home-school conferences and/or during student-led conferences.

4.3 Assessment of the Early Childhood work

Policy Statement

'Assessment is an integral part of the learning process. Clearly communicated assessment helps foster positive attitudes to learning and guides the growth of the learner. Informative and reflective assessment supports the school as a learning community and secures a balanced programme.'

There are three related areas of the assessment component of the curriculum:

1. Purposes for Assessment

The prime objective of assessment in the PYP is to provide feedback on the learning process.

To guide the growth of the learner and foster positive attitudes to learning by:

- Providing guiding questions to encourage inquiry by students and the development of skills, knowledge, concepts, attitudes or action.
- Giving constructive feedback on the learning process, on areas of strength and areas to which the student needs to direct their focus or change their approach.
- Providing opportunities for reflection and for self and peer assessment.
- Providing students with opportunities to consider their progress in relation to the attributes listed in the PYP learner profile.

To support the school as a learning community and secure a balanced programme by:

- Monitoring student behaviour and performance.
- Providing data to support dialogue and analysis about class and individual learning with colleagues, parents, students and external bodies.
- Monitoring the effectiveness of the programme delivery and informing curriculum review.
- Providing reflection on a unit of learning to assess:
 - The unit's suitability for a range of cultural backgrounds, language levels and learning styles, student attainment, suitability of assessment tasks/learning engagements – relevant, engaging, challenging.
 - Suitability of assessment tasks/learning engagements for the aspects of the five essential elements (knowledge, concepts etc) being focused on.
- Reflecting on the extent to which each aspect of the essential elements is represented in the programme of inquiry.

2. Assessment Beliefs and Values

The IB suggests the criteria listed below for consideration when teachers are planning and choosing assessments. At ISB, these criteria for effective assessment will be referred to at the planning stages (when considering summative assessments), during units of work (in developing formative assessments) and, later, when reflecting upon units of work and the resulting learning:

Effective assessments allow the student to:

- share their learning and understanding with others;
- demonstrate a range of knowledge, conceptual understanding and skills;
- use a variety of learning styles, multiple intelligences and abilities to express their understanding;
- know and understand in advance the criteria for producing a quality product or performance;
- participate in reflection, self- and peer-assessment;
- base their learning on real-life experiences that can lead to further inquiries;
- express different points of view and interpretations;
- analyse their learning and understand what needs to be improved.

Effective assessments allow the teacher to:

- inform every stage of the teaching and learning process;
- plan in response to student and teacher inquiries;
- develop criteria for producing a quality product or performance;
- gather evidence from which sound conclusions can be drawn;
- provide evidence that can be effectively reported and understood by the whole school community;
- collaboratively review and reflect on student performance and progress;
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts;
- use scoring that is both **analytical**(separate scores for different aspects of the work) and **holistic**(single scores).

Effective assessments allow the parents to:

- see evidence of student learning and development;
- develop an understanding of the student's progress;
- provide opportunities to support and celebrate student learning.

3. Report to parents/carers

Formal reports:	Twice during the school year
Parent information evening:	At the beginning of the school year for the Preschool and Kindergarten classes
Home - Teacher Conferences:	Twice a year
Student-led conferences:	In the second half of the school year

CHAPTER 5 COLLABORATION

5.1 Primary school

ECC teachers and assistants meet weekly in groups related to student age groups and classes. They also take part in all-staff meetings on a monthly basis. ECC staff collaborate with primary school teachers on implementing the school transition plan for ECC students entering the ISB Lower School (grade 1).

5.2 Child welfare service

Through the daily and close contact with the children, ECC staff are in a central position to observe and identify possible concerns in regards to a child's care and life situation. ECC staff are aware of the possibility that children can be exposed to neglect, violence and sexual abuse, and know the procedures (including those involving local child welfare services) to follow should such concerns arise. Schools and preschools in Norway are required to contact the appropriate authorities should any concerns arise regarding a child's welfare. The authorities are notified without informing the parents beforehand.

5.3 Mother and child health clinics

The ISB Lower School communicates with mother and child health clinics on an individual case basis and on an anonymous basis only. Parent permission is sought if there is a need to discuss an individual child.

5.4 Individual Educational Needs

Some children at the ECC may benefit from additional support for shorter or longer periods of time. ECC staff strive to ensure that students who require extra support are identified early on, so that any necessary social, educational and/or physical adaptations can be made. Any adaptations are reviewed and adjusted in line with a child's needs and development. If there is reason to believe that a child's needs cannot be adequately addressed by ECC provisions alone, staff will inform parents of their right to request an expert assessment as to whether their child requires further educational assistance from the local educational support service. The ECC ensures that children who receive educational assistance are included in the general classroom environment.

5.5 Educational establishments

The ISB collaborates with local schools and preschools concerning student transfers.

