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INFORMATION ABOUT THE JUNIOR SCHOOL

2010



Hemmingstedter Weg 130
22609 Hamburg
Tel : (49) (40) 800050-0
Fax : (49) (40) 8811405
www.ishamburg.org

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THE PURPOSE OF THIS HANDBOOK

The information contained here will help you as parents to understand and support our programmes. There are three basic assumptions underlying the Junior School programme:

Firstly, the majority of the classroom work is organised in small groups. Children are rarely taught as a whole, homogenous class but rather in smaller groups commensurate with their levels of ability, understanding and maturity. This approach enhances the individual student's opportunity to progress towards his/her full potential. It underpins the belief that students have individual learning styles and needs and learn best when those styles are identified and respected.

Secondly, it is assumed that the learning which takes place at school is only part of a much wider learning process for students in which parents, environment and family attitudes play a crucial part. For children to succeed, the school needs full parental support and the school is grateful for the very high levels of support currently received.

Thirdly, the assumption that, in an international community such as ours, respect for and understanding of others is vital and leads to the development of mature, self-aware and independent learners. Our philosophy, code of conduct, the content of many of our programmes and the ethos of the classrooms all underline the importance placed on such respect.

It is the intention of this booklet to be useful to you. It is not intended to be a definitive scheme of work or check list of items covered. Rather, it is a broad view of the approaches we use, the areas we cover and the expectations we have. This all adds up to a rich educational experience for children at ISH.

Suzan Weishof
Junior School Principal

August 2010

MISSION STATEMENT

Mission

Our mission is to provide our students with an international education which seeks to develop their full potential and to foster understanding, respect for others, freedom of thought and expression, enjoyment of learning and personal responsibility.

Values

The International School Hamburg is committed to the principle of equality of opportunity for all of its students and to promoting an ethos of pride in achievement, of mutual cooperation and respect and of cultural and religious tolerance. The teaching is non-political and stresses freedom of thought and expression, enjoyment of learning and personal responsibility.

Philosophy

We believe that a good education is an essential preparation for life.

Such an education is concerned with the growth of the whole person and the development of the full potential of students.

All our students are encouraged to fulfil their academic potential, though success should not be judged solely by academic achievements. We believe that equal weight should be given to academic, personal and social development.

Learning should be stimulating, challenging and enjoyable. It should promote freedom of thought and expression, independent and critical thinking, and creativity.

Further we believe that we are members of a community that respects the inherent dignity of every human being, values diversity, and promotes human rights for all.

Aims

The International School Hamburg exists to provide an international education conducted primarily in English for members of the expatriate and internationally mobile German communities resident in Hamburg which:

- offers breadth, balance, continuity and progression from Primary 1 to Grade 12;
- offers a curriculum which leads to internationally recognised qualifications (IB);
- promotes the personal, social, physical and intellectual growth of the individual;
- fosters an appreciation of and a sense of participation in human achievement
- in the arts, humanities, languages, mathematics, the natural and social sciences, sport and technology;
- fosters skill and pride in developing communicative competence in languages
- other than the mother tongue;

- fosters a knowledge of and tolerance for other cultures and encourages a strong sense of community by giving opportunities for all to be involved in the life of the school;
- sets academic standards which are individually challenging;
- promotes pleasure in learning and pride in achievement;
- facilitates transition from and to other schools, other countries, higher education and the world of work;
- seeks continuous improvement by means of both internal self-evaluation and external accreditation;
- keeps abreast of current developments in educational theory and practice and incorporates them in the programme, where appropriate;
- provides buildings, facilities, resources and materials that accommodate the needs of the curriculum and the social and recreational needs of the community;
- provides opportunities for strengthening links with the host city and country, its language and culture;
- provides the fullest possible support for children learning English as a Second Language;
- provides a pastoral care and guidance programme that equips students to lead responsible and fulfilling lives.

Curriculum Objectives

Every student at ISH is taught:

- to acquire essential knowledge;
- to master basic academic skills and techniques;
- to challenge students to achieve their individual potential;
- to think clearly, logically and independently;
- to solve problems;
- to be creative;
- to develop and maintain physical, mental and emotional health;
- to develop and appreciate ethical and cultural values;
- to gain knowledge and appreciation of human achievement in the arts, humanities, languages, mathematics, the natural and social sciences, sport and technology;
- to gain knowledge and appreciation of Hamburg and the host country, its culture, its people and its language;
- to develop a sense of self-discipline and personal responsibility;
- to develop self-esteem and experience success;
- to enjoy learning and value education as a life-long process.

CODE OF CONDUCT

Our code of conduct is based on what we believe to be generally recognized human values with which we hope all our students, staff and parents will agree. In the Junior School we interpret those basic human values as honesty, politeness, helpfulness, responsibility, cleanliness, sensitivity and respect towards others. We expect all members of our community at all times to conduct themselves with due regard to these values.

- We expect our students to be **HONEST** in all that they do and say in their interaction with others.
- We expect our students to be **POLITE** in all their conversations with other children and adults.
- We expect our students to be **HELPFUL**; to notice and respond instinctively to the needs of others and to offer assistance without being asked.
- We expect our students to be **CLEAN** and **TIDY** in their behaviour. They should be aware that we share all rooms and facilities and have a mutual responsibility for their upkeep. Students must exercise proper responsibility for their personal property and respect that of others.
- We expect our students to be **SENSITIVE** to the needs of others, to the diversity of cultural backgrounds of others and to the emotional and physical needs of others.
- Above all, we expect our students to grow as **RESPONSIBLE** members of the school community. They should be responsible not only for their own behaviour but begin to be aware of the part each individual can play in enhancing the overall health and well-being of the school community.
- Finally, we expect all members of our community to treat one another with the **RESPECT** that is their right.

AGGRESSIVE BEHAVIOUR

At no time is aggressive behaviour tolerated. Students who display forms of aggressive behaviour, whether they are physical, verbal or psychological, must understand that the consequences of such behaviour could lead to expulsion from the school. In all cases of aggressive behaviour, parents will be informed and might be asked to remove their child from the school for a limited period of time.

RULES

We believe that rules are required in order that we know what is expected of us. The rules should, however, be simple to understand and have a clear purpose:

- Children are expected to move quietly and carefully to and from the playgrounds at the appropriate times. At the end of break they must assemble in lines as instructed.
- Wet breaks are decided by the teacher on duty. Children remain in their classrooms. If the weather is wet before school, the children congregate quietly in the Aula.
- Children must walk on the right at all times on the staircases.
- Children should not eat food or drink whilst moving around the building. The only places where eating is allowed is in the cafeteria, the playground or the classrooms at the discretion of the teachers.

It is expected that all behaviour will be in keeping with our code of conduct. Specifically, however, children should **NOT**:

1. leave the premises unless directly supervised by a teacher
2. leave the playground without permission
3. play ball games or skateboard on the area in front of the entrance to the school
4. play soccer outside of the designated area in the Junior playground
5. throw stones or sand, drop litter or splash in puddles
6. throw snowballs or make slides in winter
7. have knives, toy guns, sticks or other sharp objects in school
8. spit, hit, kick or fight in any game
9. climb on the goals, sand containers or any of the fences
10. misuse the climbing equipment
11. bring chewing gum into the school
12. eat or drink in the corridors
13. use the drinks machine during school time
14. leave bags inside the school at the start of the day

CONSEQUENCES OF DISREGARDING SCHOOL RULES

It is the school's policy to reinforce good behaviour but when students do not follow the Code of Conduct or break the rules it is our responsibility to deal with the problem and, if necessary, discipline them.

In most cases a teacher reprimands a child either in the class or on the playground and makes it clear why the child is being reprimanded. It is normally sufficient to tell the child and s/he will desist. The matter is over. However, in more serious cases, eg. continual misbehaviour or acts of physical and verbal aggression, it will be necessary to take stronger action. Such incidents of bad behaviour will be written up and, if considered serious enough, be placed on the student's file. The matter will be dealt with promptly and be brought to the attention of the JSP immediately.

The steps in a disciplinary procedure:

1. Let the student know s/he has broken a school rule.
2. Require the student to repeat her/his actions correctly, repair damage or apologise.
3. Require the student to complete a task appropriate to the misconduct.
4. If a student is to be detained after school, the parents and the JSP will be notified.
5. If the student continues to misbehave, the JSP and the parents should be contacted and an agreed behaviour modification plan will be put in place.
6. Step 5 may also include a suggestion that the student be given counselling but counselling should definitely be introduced if Step 5 is unsuccessful.

NB At this stage it is hoped that the disciplinary procedure has been productive and that the student is now behaving correctly but should this not be the case we will need to move to the next step.

7. In agreement with the Junior School Principal, a student can be excluded from lessons and be asked to work under supervision in another part of the school, most likely the Junior School office.
8. In agreement with the Headmaster, the student will be excluded from school for a limited period of time. If that does not solve the problem, the final step is -
9. The Headmaster will be asked to inform the parents that the student is no longer allowed to be a member of the school. i.e. expulsion.

JUNIOR SCHOOL STAFF	2010 – 2011	Room
Junior School Principal	Dr. Suzan Weishof	126
Junior School Secretary	Ms. Susan Gromoll	127
EARLY CHILDHOOD CENTRE		
Primary 1R	Ms. Rimke van Ritter	035
Primary 1R Assistant	Ms. Agnese Pistoia	
Primary 2G	Ms. Mary-Lou Ganim-Grönwoldt	036
Primary 2G Assistant	Ms. Sandra Gaede	
Primary 2P	Ms. Anna Pilcher	040
Primary 2P Assistant	Ms. Rachel Lee	
Primary 3H	Ms. Abbey Hillen	039
Primary 3H Assistant	Ms. Anja Dexter	
Primary 3E	Ms. Karen Engelke	122
Primary 3E Assistant	Ms. Linda Rainer	
Primary 3S	Ms. Inga Smith	037
Primary 3S Assistant	Ms. Lisa Carroux	
Grade 1M	Ms. Traci Mausolf	129
Grade 1MW	Ms. Mary-Jo Manley-Waller	130
Grade 2CB	Ms. Cathy Barreca	124
Grade 2MD	Ms. Joanna McDonagh	131
Grade 2XB	Ms. Xenia Braun	125
ECC Helper	Ms. Catherine Perrin	
ECC Helper	Ms. Isabel Valkenburg	
ECC Helper	Ms. Vana Tsistraki	
JUNIOR SCHOOL		
Grade 3B	Ms. Pru Beauchamp	128
Grade 3F	Ms. Pat Frickey	123
Grade 4BM	Mr. David Baumgarten-Millington	215
Grade 4M	Mr. Mike Meston	214
Grade 4P	Ms. Lynne Pilzecker	216
Grade 5E	Ms. Louise Earwaker	219
Grade 5S	Mr. Peter Stott	217
Grade 5Z	Ms. Sandra Zemella	218
EAL	Ms. Kristen McAuliffe	053
	Ms. Marion Rost	049
	Ms. Judy Stott	051
	Ms. Jenny Mather	050
German	Mr. Andreas Klimkeit	220
	Ms. Inga Ipach	223
	Ms. Silke Menzl	225
	Ms. Imke Jahnke	221
	Ms. Sabrina Händschke	224
Special Needs	Ms. Eline Hausel	133
	Ms. Denise Cadieux-Gellesch	134
	Ms. Ruth Chignell-Stapleton	136
Counsellor	Ms. Anne Ferrara	132
Music	Mr. Jonathan Dexter	042
	Ms. Kay Vollmer	044
Computer	Ms. Ellen Gray	226
Librarian	Ms. Marion Schacht	212
Librarian Assistants	Ms. Angelika Boysen	
Physical Education	Mr. Garry Jones/Ms. Lori Dove	
	Ms. Annegret Neukamm/Mr. Pedro Almeida	
Science Assistant	Ms. Radhika Sundaran	102

INFORMATION ABOUT THE JUNIOR SCHOOL (Primary 1 - Grade 5)

FACILITIES

Since January 2010 the Junior School now occupies its own section of the new building in Hemmingstedter Weg. The classes are purpose-built, grouped in grade areas and close to the specialist rooms. The Early Childhood Centre has its own section with direct access to a separate playground area. Apart from the classrooms the new building contains purpose-built accommodation for the Library, the Music, Special Needs, ICT, EAL and German departments.

The ground floor area contains a cafeteria, the Aula and access to a double-size gymnasium. These facilities are shared with the Secondary School as is the outside playground.

The Junior School administration offices are located on the first floor.

SCHOOL STRUCTURE

The Junior School provides a complete and complementary programme starting at age three. All children attend a full day.

In the Early Childhood Centre, the three, four and five year old children are taught in separate classes called Primary 1, 2 and 3. By the age of six, students move to grade one where parallel classes take them through to grade five. From grade six onwards, they join the Middle and Senior schools. Children are placed with due regard for their age, social development and previous schooling and in consultation with parents and the class room teacher.

DAILY SCHEDULE

The entire Junior School from P1 to grade 5 have the same length day. That is, 08.30 to 15.00. All classes share the same morning break times but the lunch breaks are staggered. This is how the breaks are arranged:

Classes	Morning recess	Lunch	Lunch recess
P1, 2 & 3	10.30-10.50	12.15-12.50	12.50-13.30
Grades 1 & 2	10.30-10.50	12.10-12.35	12.35-13.00
Grades 3, 4 & 5	10.30-10.50	12.35-13.00	12.10-12.35

Registration is taken at 08.30 but specialist classes start at 08:40. Lessons end at 15:00 each day from Monday to Friday.

THE EARLY CHILDHOOD CENTRE

The Early Childhood Centre (ECC) is the responsibility of the Junior School Principal. We would like to ensure that the children at the ECC have a happy secure start to the day. We ask you to help us by keeping to the following procedures:

- Children should be at the ECC by 08.30.
- Parents are requested not to leave children unaccompanied before 08.30. Teachers are on playground duty from 08.30 and children may be left in their care.

ENROLMENT BY DATE OF BIRTH FOR THE SCHOOL YEAR 2010-2011

Every attempt is made to place new students with others of their own age. The guideline is shown in the chart below and the cut-off date is October 1. Only in exceptional circumstances will a different placement be considered. **NB. The cut-off date for Primary 1 is September 1.**

GRADE	YEAR	AGE
Primary 1	2007	3
Primary 2	2006	4
Primary 3	2005	5
1	2004	6
2	2003	7
3	2002	8
4	2001	9
5	2000	10

CLASS SIZE

Class size is currently 20 for the Primary 1, 2 and 3 classes and 24 for other classes. Specialist group sizes are considerably smaller.

PLACEMENT GUIDELINES FOR NEW STUDENTS AT THE ECC

The cut-off date for placement for the Early Childhood Centre functions as follows:

Age 3 before September 1	Primary 1
Age 4 before October 1	Primary 2
Age 5 before October 1	Primary 3

Exceptions may be made for children whose birthdays fall shortly after the cut-off date but only after thorough consultation with all parties concerned.

It is advisable, however, that all students enrolled in Primary 1, 2 or 3 at the Early Childhood Centre should undergo a two to four week observation period in order to confirm that the initial placement made by the Junior School Principal is appropriate. In those cases where there is an element of doubt it is recommended that the student be placed in a lower grade with the possibility of being promoted at a later date. This may arise where a child has previously been in a school system which does not provide an obvious parallel, for example a school in the Southern Hemisphere.

The final decision regarding placement and reduced attendance will be made by the Junior School Principal in consultation with the classroom teacher and the parents. During the observation period the following criteria should be taken into account:

- Social inter-action with the teacher and other students
- Level of maturity i.e. whether above, on or below the expected level
- Toilet trained
- Clear evidence that the child is coping with the demands of the programme

RETENTION AND PROMOTION IN THE JUNIOR SCHOOL

Also, in exceptional circumstances, a teacher might recommend that a student repeat a grade (retention) because it is thought that the student would benefit from an additional year in that grade. Reasons for this decision could include the fact that the student is young for the grade, has relatively less school experience than their contemporaries or has been having some difficulty coping with the expectations for that grade. In the same way, but less likely, a teacher may recommend promotion to a higher grade i.e. missing a grade level. In this case all parties would have to be convinced that the student would cope both with the academic challenges as well as the social demands. In either case, the teachers will involve the parents, other teachers and the Junior School Principal fully in the discussion and decision-making.

REGULAR ATTENDANCE AND PROMOTION TO THE NEXT GRADE

If a student is persistently absent during the year, the school reserves the right to call into question whether that student be ready to move to the next grade. In such cases the school will use a readiness or screening test to assess the student. Should the student not meet the requirements s/he will be retained at the lower grade level.

ACADEMIC INFORMATION

PROGRAMME

The language of instruction is English and children follow an established programme of study in Mathematics, Reading and Language, Social Studies, Science, Art (Visual Education) Music, Physical Education, German and ICT.

Our extensive English as an Additional Language Programme (EAL) has been developed by the specialist teachers in that department to meet the needs of the large proportion of our students for whom English is not the first language. Teaching is conducted in small groups. The teachers aim to help the children attain a level of speaking, reading and writing in English which will enable them to function effectively in the classroom situation.

Our Special Needs department undertakes screening and testing of children with particular learning difficulties and may then offer a programme of support. All children have a weekly library lesson, take part in a regular weekly assembly (to which parents are always welcome) and also undertake a variety of visits to places of interest in Hamburg.

The Junior School has no system of internal examinations. Each year, we require all children in Grades 3 and 5 who have an adequate command of English, to complete a series of external tests which examine their level of competence in English and Mathematics.

See pages 23 to 61 for further details of the academic programme.

PARENT CONFERENCES

There are formal arrangements for Parent Conferences in each division. Junior School parents are invited to an "Open House" evening with their child's teacher early in the school year. This is followed shortly afterwards by an open afternoon featuring most of the specialist subject areas. There are two Parent Conference Days during the school year, one in Autumn and the other in the Spring.

Parents can always request to meet their child's teacher should they feel that there is a need to do so. Similarly, teachers may request meetings with a parent if they consider it appropriate or necessary.

REPORTS AND REPORTING PERIODS

Grades 1 to 5 receive a detailed report three times per year. The reporting periods are October, February and May with Parent/Teacher conferences scheduled for November and March. However, parents and teachers are welcome to make additional appointments at other times.

Progress reports for Primary 1 and 2 are prepared once a year and twice a year for Primary 3. The first report covers the period from the start of school to February and is sent out at that time. The final report is sent in mid-June. Parent/Teacher conferences are scheduled at the same time as the rest of the Junior School. Copies of the report cards can be found at the back of this handbook.

ASSEMBLIES

Junior School assemblies take place in the aula. Invitations are sent out for special assemblies and parents are always welcome to attend at any time. It is unlikely that Primary 1 and 2 students will attend all assemblies to start with but they will be involved in all concert activities.

CLASS TRIPS

During the school year classes will participate in various class trips for which the parents might be asked to share the costs. The teachers organising the trip will provide information about these trips.

EXTRA-CURRICULAR ACTIVITIES

There are many extra-curricular activities available for students. These change each year depending on who is available to run them. A current list will be published on the notice boards and in the Directory which will be available in October.

SUBSTITUTE TEACHERS

Whenever possible a substitute teacher is used if one of our regular members of staff is sick or absent for other reasons. There are often many qualified teachers among our parent community. If you are one and would be interested in substituting (supply teaching) occasionally, please contact Pat Frickey in the Junior School or Brian Gray in the Secondary School.

PARENT PARTICIPATION

There are many opportunities for parents to participate in supporting the school programme. Class teachers will organise this individually.

SCHOOL MATERIALS

Textbooks are provided by the school. Students are required to provide their own notebooks and writing materials (pens, pencils, etc.). Check with class teachers for specific requirements. During the course, some inexpensive musical instruments must be purchased by parents. (See specialist subject Music). Primary 1, 2 and 3 teachers order these materials and have them ready at the beginning of the school year. Parents are requested to pay the class teacher when your child starts school. All Primary 1, 2 and 3 students are provided with a special envelope for readers, letters going home or messages from home. This is called the HOME-SCHOOL ENVELOPE.

PHYSICAL EDUCATION & CLOTHING

Suitable and appropriate gym clothes are required for Physical Education. It is strongly recommended that these be obtained at the PTA shop because they are reasonably priced and carry the school logo. Gym shoes should not be worn outside the gymnasium. Outdoor shoes may not be worn in the gym. Parents are encouraged to label ALL clothing clearly and permanently.

GUESTS

If you wish to bring a friend to school, permission must be received from your teachers – who have the right to refuse - in writing one day in advance. The Junior School Principal must be notified. You may only bring a guest for a maximum period of two days.

REQUESTS FOR EMERGENCY TRAVEL

The final decision as to whether a child will be absent for reasons other than illness remains with the parents. It is fair to say, however, that a period of extended absence makes it quite difficult for a child to keep up with the rest of the class and, therefore, we strongly advise against it.

Parents are encouraged not to arrange holidays during regular school time. Should this be necessary we ask that all requests for extended absences should be made in writing, to the Junior School Principal, one week prior to the date of the absence.

RETURNING TO SCHOOL AFTER SICKNESS

Parents are advised that students should not return to school until they have fully recovered from sickness. If you are unsure, please check with your doctor. Should your child be absent, please send an accompanying note when your child returns. In the case of an infectious illness we require a doctor's clearance certificate.

Please note that if a child is not healthy enough to do PE or go out in the playground, then they should not be in school. Sending a note excusing them from these activities will not be accepted. The only exception to this rule covers those children who are physically unable to take part in PE or to benefit from outdoor play.

ADMINISTRATIVE SERVICES

MEDICAL CARE

The school employs a qualified nurse. There is a sick room (Room 007) opposite the gymnasium where, in the case of illness or accidents, the students are taken care of whilst the parents are contacted (please be sure you give us an emergency contact number!) In more serious cases the nurse or a member of staff will accompany the student to the hospital. **Please note:** If any type of injury sustained at school results in a visit to the doctor, could you please let us know within three days as this is covered by the school's insurance and a detailed report has to be written.

Students needing special medicines near at hand should give them to Mrs. Leoni Gerckens, the school nurse. They will be labelled and locked in the Medical cupboard.

Should your child be absent, please call the school and send an accompanying note when your child returns. In the case of an infectious illness we require a doctor's clearance certificate.

All new students in Primary 1, 2 and 3 must produce a medical certificate stating that they are free of any infectious diseases at the opening of the new school year.

All accidents must be treated seriously. Injured children should be sent to the school nurse in Room 007 opposite the gymnasium. First Aid supplies for minor injuries are available in most classrooms, outside the Aula and in the ECC.

All parents are reminded that they should inform the school of any serious change to a child's medical situation. This is especially important should a child develop any new allergies or experience a substantial change in their medical condition. Under these circumstances it is imperative that parents contact the nurse and the Junior School Secretary. Please note that in a case of failure to inform the school about a student's use of medication, the school can not be held liable for any problems which may occur.

DEFIBRILLATOR

The school has an automated external Heartstart defibrillator which is also situated in the nurse's office Room 007.

HEAD LICE

Should you discover signs of head lice on your child please inform the school and keep your child at home until the appropriate treatment has been used. Upon returning to school the child should be brought to the First Aid room for clearance before going to class. Information and guidance can be obtained from the nurse or from any Apotheke (chemist).

LOST AND FOUND

When items are lost or found the Receptionists or the Junior School Secretary should be advised. Clothing is kept in Lost and Found box in the main foyer. Smaller items, e.g. watches, wallets, jewellery and keys should be handed in to the Receptionists and they will display items at their window. To avoid loss of clothing and shoes, we strongly advise parents to label them.

MILK PROGRAMME

For Junior School Students, a subsidized milk programme is available. The Junior School Secretary will issue a mailing to all Junior Students at the beginning of each term for those parents interested in subscribing. Depending on the length of the term this will cost approximately € 30.

SCHOOL PHOTOGRAPHER

Class and individual photographs are organised once a year in September/October.

THE ISH NEWSLETTER

The ISH Newsletter is distributed by email to all families every two weeks on a Friday. It contains current information about what is happening in the school and forthcoming events. Parents wishing to advertise in the Newsletter should contact the Junior School secretary. The Newsletter is also accessible on the Internet at our website www.ishamburg.org – the password can be obtained from the JS office. We strongly advise you to read the Newsletter because it contains important information about the programme and related activities.

YEARBOOK

The Yearbook is an annual record of events, activities and people at ISH. It is distributed (one per student) to all members of the ISH community. Families who are leaving ISH at the end of the school year should make sure that they leave a forwarding address with the registrar so that a copy of the Yearbook can be sent on.

PTA BOOK SHOP

Among a vast range of activities, the Parent Teacher Association also runs a Book Shop where the students and their families can choose from a wide selection of books. These are on sale each month near the main entrance.

IMPORTANT INFORMATION ABOUT SCHOOL PROCEDURES

OPENING AND CLOSING TIMES

School officially opens at 07.30. Please do not send your child in before that time. It should be noted that supervision in the playground area starts at 08.20.

Classes end at 15.00 and if students have to wait for parents, who are late in collecting them after school, they should wait in the administration area near the reception. Please note that there are no arrangements for the supervision of students in the playground after school. Although administration staff work late in the afternoon, they are not there to act as baby-sitters. Parents must make every effort to be on time.

LATENESS/TARDINESS

Parents are strongly advised to ensure that their children arrive at school on time. If this is not possible then the teacher or the office should be informed as to the reason. Children find it hard to settle into school when they arrive late in just the same way that adults experience being late for work. Please note that lateness is noted on the report card.

ACCESS TO THE BUILDING (see also Instructions for Vehicular Traffic)

All students can enter the building by the main entrance. All students using the bus will be dropped off in front of the school where they will be met by security personnel.

SECURITY

The main door to the school is supervised by the security personnel during school hours and visitors must report to the receptionists and wear a badge at all times. All entrances to the school are locked when not in use and are under video surveillance. Parents and students who arrive when these doors are locked have to ring a bell and access is controlled either by the Receptionists or the security guards. Parents are required to wear their badges in the school at all times.

WHAT TO DO IN BAD WEATHER

If it is raining before school, students should be asked to wait quietly in the main entrance area until the Aula is available at 08.20. Recess duty also starts at 08.20 as normal. There should be no running around. Students can be sent to their classrooms just before 08.30. If it is raining during a morning or lunch recess, the teachers on duty decide whether the students will go outside. A message should be sent to all classes before the recess starts shortly before the following times:

- 10.30 – Morning break
- 12.10 - Lunch break

AFTER SCHOOL ACTIVITIES

Where these are sponsored directly by the school, the staff responsible will ensure that parents and students are notified if a session is cancelled. When students are asked to sign up for an activity (especially sports) every effort is made to ensure that places are allotted fairly.

Activities which are organized privately between parents and teachers who happen to be using the school premises are not the responsibility of the school. The teacher concerned must make notification of cancelled lessons directly to the parents. After an activity parents should make every effort to collect their children on time or inform the school if they are likely to be delayed.

AFTER SCHOOL MUSIC ENRICHMENT PROGRAMME

Currently organized by Jeff Alpert (Tel: 899 3270 or 0179 506 2468). This programme offers a range of musical activities. Application forms can be picked up in the Junior School office.

ACCIDENT INSURANCE

The "Eigenunfallversicherungen der Stadt Hamburg" covers school accidents for all students. The hospital or doctor **MUST** be advised that it is a school accident and the Nurse be given all possible information about the circumstances. This includes accidents at school and also those which occur whilst travelling to or from school or on school trips. It is advisable to take additional invalidity insurance as the value of the Eigenunfallversicherung is very low. Treatment and hospitalization are fully covered.

BICYCLE INSURANCE

To be covered by the school's bicycle insurance, bicycles have to be locked. Cover is up to a maximum repayment of € 255 and theft must be reported to the police.

USE OF THE TELEPHONE

Students are allowed to use the office telephones only in emergencies and must seek permission before doing so. Do not disturb the office staff by asking to use the office telephone unless it is an emergency.

MOBILE PHONES

Please note that mobile phones should only be brought to school in exceptional cases. They should not be switched on during the day and should be kept safely in the students' backpack or given to the class teacher.

PERSONAL VALUABLES AND MONEY

Students are strongly advised not to bring valuable objects to school or to carry large sums of money. The school is unable to take responsibility for these items and therefore we recommend that they be left at home. This is especially true with expensive electronic equipment e.g. iPod, or MP3 player.

CHANGE OF ADDRESS AND CONTACT TELEPHONE NUMBERS

Please notify the school immediately of any changes to your address, telephone number or the name and number of the emergency contact person.

FIRE DRILLS

Fire Drills are held on a regular basis at the school in order to familiarize students with escape routes from the building in an emergency. Their routine nature decreases the possibility of panic in a real emergency. They are held monthly until December and then approximately every six weeks.

LUNCH AND SNACKS

All students from grade 1 upwards eat their lunches in the cafeteria. There is a hot lunch programme run by an outside catering firm. Students can either bring their own food or purchase hot meals if they wish to do so. If students provide their own lunches, they are expected to bring appropriate food. Adequate supervision will be provided. The menu is published every two weeks in the ISH Newsletter. There is no hot lunch service for Primary 1, 2 and 3. Students will be expected to bring food for a mid-morning snack and we ask parents to try to provide food which is nourishing.

NOTICES

There is a large notice board on the ground floor in the corridor leading to the gymnasium. There is space available for **PERSONAL ADVERTISING**. Contact the reception. Please keep your notices small and include your name and telephone number.

The **ACTIVITIES BOARD** outside the Junior School office provides information about after-school activities.

RESERVATION AND USE OF ROOMS

Use of facilities at ISH is co-ordinated by the registrar. Please make sure that you contact her first as early as possible if you wish to use the Aula, the kitchen, the conference room. Parents wishing to use rooms for after-school activities should contact the Junior School secretary but teachers of Mother Tongue should make contact with Catherine Cleary at ccleary@ishamburg.org.

INSTRUCTIONS FOR VEHICULAR TRAFFIC AT ISH

PARKING

There is limited parking space for parents on site. These spaces are clearly designated and parents are asked not to occupy spaces reserved for teachers and the Administration. Further parking spaces are available next to the school on the grounds of the Rot-Gold Sportverein.

DROP-OFF ZONE

Parents are encouraged to use the drop-off zone which is on site but are asked not to wait there for their children. Please note that at 15:00 the school bus waits in the drop-off zone and therefore parents are asked to be especially careful when driving through. Parents are also encouraged to turn right into Hemmingstedter Weg when leaving the drop-off zone as this will relieve the build-up of traffic heading towards Hamburg. Another way of avoiding traffic build-up in Hemmingstedter Weg is for parents of older students to let them out at the roundabout.

BUS, BICYCLES AND WALKING

All students using public transport, bicycles or walking should use the front entrance to ISH. All bikes must be parked and locked in the bicycle area and should not be left outside in front of the school.

TRANSPORTATION TO ISH

From Wedel or Blankenese

a) Take the S-Bahn to Klein Flottbek, then the Nr 21 bus, direction Niendorf-Nord. Get off two stops later at Hemmingstedter Weg. Or walk up Heinrich-Plett-Straße past the Botanical Gardens into Hemmingstedter Weg (about 15 minutes' walk).

b) From Altona, downtown and beyond

From the Alster, Rothenbaum, Sternschanze take bus No. 15 marked Klein Flottbek S-Bahn.

From Altona, take either bus No. 15 (as above) or S-Bahn to Klein-Flottbek, then 21 bus as above or walk.

Bus Nr. 283 also comes from Altona, via Bahrenfeld and stops at Hemmingstedter Weg.

Please remember that your behaviour on public transport will reflect on the school. In the past we have received compliments on how well ISH students conduct themselves on buses and the S-Bahn. Do your best to maintain this standard.

SCHOOL BUS – Now parks in the drop-off zone

Primary 1, 2 and 3 students using the bus will be met and supervised by an assistant in the morning and taken by them to the bus in the afternoon. Parents are reminded that they are responsible for seeing that their children are put on the bus each morning and met each evening when the bus returns. Parents are also reminded to inform the admissions officer (Rm. 029 or Ext. 133) when their child is not riding the bus home. Failure to do so often causes unnecessary delays. Currently guest riders are not allowed to use the bus.

BEHAVIOUR ON THE SCHOOL BUS

In the interests of safety, students riding the bus are expected to remain seated at all times and follow the instructions of the chaperones. Students not complying with these regulations will be asked to leave the bus and their parents will be informed.

GRADE LEVEL STATEMENTS

INTERNATIONAL PRIMARY CURRICULUM (IPC)

EARLY CHILDHOOD CENTRE

Primary 1

Primary 2

Primary 3

Grade 1

Grade 2

INTERNATIONAL PRIMARY CURRICULUM (IPC)

Despite its name, the IPC is not an all-pervading curriculum for the Junior School. It is, however, the best attempt to date to come up with an international Social Studies curriculum. Originally conceived to satisfy the needs of an increasingly international population in the Shell schools, the IPC was researched and developed over a period of years resulting in the production of an initial batch of 70 units with more underway. Recently, an Early Years programme was added which now means that IPC can cover the age range 3 – 12 years. Clearly there are links with other subject disciplines which can be exploited – to varying degrees - if the teachers choose to do so.

IPC will prove to be a major (and growing) resource for the teachers. It is flexible, non-prescriptive in matters of methodology and also provides the opportunity for teachers to contribute their own units to the central bank. IPC is accessible on the internet and it is expected that the internet will provide a forum for the exchange of ideas.

UNITED NATIONS WEEK

In recognition of the importance of the work done by the United Nations and its various organisations, the school has introduced a week of celebrations to coincide with United Nations Day in October. This week culminates in a special assembly.

EARLY CHILDHOOD CENTRE OBJECTIVES

- To offer a balanced curriculum in an integrated manner which reflects the holistic nature of learning.
- To provide an optimal environment for learning to take place through exploration, manipulation and experimentation in a non-threatening environment.
- To help the children develop sensitivity and respect not only for themselves and the members of the school community, but also for people of all cultures. To help the children make an easy transfer from home to school, acquiring attitudes which will help them to live harmoniously in a group.
- To encourage the children to manage themselves and their activities and to understand the need to maintain a healthy lifestyle.
- To encourage the children towards creativity, independence and positive self-esteem.
- To provide opportunities for furthering the social and emotional development of the children.
- To help the children acquire a command of the languages which enable children to think, talk and write; to count, make comparisons and solve problems; to investigate, hypothesize and argue.
- To provide opportunities for spontaneous and structured play.

EARLY CHILDHOOD CENTRE EVENTS

ORIENTATION - Primary 1, 2 and 3

Students in Primary 1, 2 and 3 and their parents are invited to take part in a short orientation session when school opens at the beginning of the year. Invitations are sent out and the session usually lasts about thirty minutes after which the students can leave or look around the school. Arrangements for Primary 1 students include a staggered start to enable the students to settle in more easily. Parents are informed of details before school starts.

Primary 2 students start school two days after the orientation. Primary 3 students start on the second day of school. During the orientation session parents and students learn about basic procedures. Information about the programme is given in detail at the Open House.

OPEN HOUSE

We begin the year with our "Open House" evening in September. This is a very important event. Parents are given a synopsis of the year's programme for your child along with printed information. Here they also have the opportunity to look at materials and ask questions.

LANTERN EVENING (a German tradition)

This is organised by the ECC with the class mothers and other parent volunteers. It is held on an evening in October, beginning at around 18:30 at the school. The children make lanterns with their teachers. Songs are learnt with the music teacher who also organises a "Spielmannzug" (marching band) with students in the higher classes.

INTERNATIONAL CELEBRATIONS

Not all national festivals are celebrated every year. Depending upon the nationalities of our children, the kinds of celebrations we have can include: Halloween, Sinterklaas, Advent, Hanukkah, Chinese New Year, Japanese Boys/Girls Day, Cherry Blossom festival, Diwali, Easter and Fasching.

GRADE LEVEL STATEMENT - Primary 1

The International School Hamburg offers a Primary 1 programme admitting children of three years of age. A child joining a Primary 1 at age three will normally stay in the class for just one year before moving on to Primary 2.

The Junior School Principal in consultation with the Teachers and Parents will make placement decisions.

The early years of a child's school life are extremely important and these can be formative years for attitudes and performances in later school life. A child coming into the Primary 1 class at three years of age may be experiencing a social group setting outside the home for the first time, or have had previous experience away from parents at a play group or in day care. In either case coming into a new social environment can be daunting and will require a period of adjustment before the child feels fully secure and settled. We hope to help the children broaden their horizons and develop their skills through play in a variety of ways, individually, in small or large groups as well as teacher-directed groups, but with ample provisions for children's own free play.

One main goal of our Primary 1 curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We are teaching them how to learn, not just in school, but also all through their lives. We are allowing the children to learn at their own pace and in the ways that are best for them. The children will develop good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.

The P1 curriculum identifies goals in all areas of development:

- Social: to help children feel comfortable in school, to trust their new environment, make friends, and feel they are a part of the group.
- Emotional: to help children experience pride and self-confidence, develop independence and self-control and to have a positive attitude toward life.
- Cognitive: to help children become confident learners by letting them try out their own ideas and experience success. In addition, by helping them acquire learning skills such as the ability to solve problems, language development- asking questions, as well as using words to describe their ideas, observations, and feelings.
- Physical: to help children increase their large and small muscle skills and feel confident about what their bodies can do.

The activities we plan for the children, the way we organize the classroom, select toys and materials, plan the daily schedule, and talk with children, are all designed to accomplish the goals our P1 curriculum and give your child a successful start to school.

GRADE LEVEL STATEMENT - Primary 2

The International School of Hamburg offers a Primary 2 programme in three parallel classes, admitting children of four years of age. A child joining Primary 2 at age four will normally stay in the class for just one year before moving on.

Placement decisions are made by the Junior School Principal in consultation with the teachers and parents.

The early years of a child's life are extremely important and these can be formative years for attitudes and performance in later school life. A child coming into the Early Childhood Centre at four years of age may be experiencing a social group setting outside the home for the first time, or have had a previous experience away from parents at a play group or in day care. In either case coming into a new social environment can be daunting and will require a period of adjustment before the child feels fully secure and settled. With this in mind, the Primary 2 class aims to provide a secure, non-threatening yet stimulating environment in which the child can actively explore a wide range of new opportunities and experiences alongside his/her peers without unnecessary stress or pressure to achieve. We hope to help the children broaden their horizons and develop their skills through play in a variety of ways, often teacher-directed, but with ample provision for children's own free play.

The programme includes language activities such as story, rhymes and games times, sharing and listening times, book browsing, role play and one-to-one conversations. Basic Mathematical concepts are introduced through sorting by colour, shape, size, counting games, rhymes, songs and use of construction toys and manipulatives. The children are introduced to hands-on science activities all through the year which are integrated into the curriculum.

As an International school we help children to appreciate and understand other cultures through activities such as Halloween, Lantern Parade, Christmas, Hanukkah, Divali, Pancake Day and Easter.

Fine motor control is encouraged through activities such as building with Duplo, Lego and other manipulatives, bead threading, simple sewing, play dough modelling and puzzles. Children fine tune these skills by painting, drawing, colouring, cutting, pasting, tracing, papier-maché and junk modelling.

The children's gross motor skills are developed by exposure to sand and water play, climbing and sliding apparatus, balls, and other physical activities both inside and outside.

The children are encouraged to develop and mature socially by living, playing and learning together with a group of their classmates. Appropriate social behaviour and self-control are fostered by our communal activities. Children learn to share, be considerate, to co-operate, to take turns, to be patient and to develop sympathy and respect for the people around them. They soon appreciate the need for conformity and the benefit of routine and boundaries in the class room.

We also participate in short trips to nearby places of interest and welcome parental involvement. We hope that, within the security of the Primary 2 environment, the children will develop as happy individuals, keen for new experiences and will move on confidently to the next phase in their lives.

GRADE LEVEL STATEMENT - Primary 3

The Primary 3 class aims to provide a happy, secure and stimulating environment where children can learn and socialize.

The programme is designed to meet the needs of children with previous school experience and those coming to school for the first time. It effectively caters for different needs and abilities. The school day is structured. The children are given support to acquire knowledge, develop skills and further understanding. Included are activities in language, mathematics, science, social studies and art and craft. Physical Education, music, library skills and ICT are offered by specialist teachers. An English support programme is available for non-English speakers. Play is still considered an important part of the children's development. There are many opportunities for children to experiment and learn social skills during inside and outdoor play.

LANGUAGE

The subject of language is sub-divided into Reading, Writing, Spelling, Speaking and Listening. All these areas complement each other.

Reading

Children are exposed to a variety of genres including picture books, big books, poetry and class reading books. The class work on appropriate activities to develop an enjoyment of reading and appreciate books. Each child receives a take-home levelled reading book. The emphasis is placed on the child reading the book given support where needed to an adult (can be kept for a number of days).

Writing

In Primary 3 the process of writing ideas on paper starts and the understanding of differences between written and spoken language are learned. The children are encouraged to take responsibility for their writing by making use of classroom resources eg. alphabet cards, word charts and skills already learned. Handwriting and basic grammar are also practiced. A correct pencil grip and letter formation are taught on a regular basis.

Spelling

Activities in phonics, rhyming words and words with common spelling patterns regularly take place in the Primary 3 classroom. The children are encouraged to learn to write and spell frequently used words (key words). All the activities support reading and writing.

Speaking and Listening

Many opportunities are given for the children to take part in discussions, talk about their interests and latest experiences. They are encouraged to speak clearly and audibly to the whole class, in a small group or just to another person. Being able to express their needs and feelings are also important. The children also learn the importance of listening to and respecting the opinions of others. Listening to stories for information and to instructions develop good listening habits and skills.

Children watch plays being performed by others and also participate in drama games in which they explore different situations both verbally and non-verbally.

MATHEMATICS

A variety of different materials are used in order to cover the curriculum effectively and cater for different needs. The emphasis is on practical experience and learning skills to enable children to function effectively in all parts of the programme.

Problem-solving

To become confident about choosing number operations and mental strategies to solve problems.

Geometry

Shapes are reviewed and extended. **Basic** 2D and 3D shapes are introduced. Simple fractions and symmetry are explored, using a variety of academic and craft activities.

Numeration

- Making number patterns and sets in a variety of ways; odd/even; counting by 2's, 5's, 10's.
- Awareness of numbers 0-100
- Process of addition and subtraction (0-20)
- Look at numbers and patterns in 100 square.

Measurement

Basic instruction on time, length, weight, temperature and money.

Social Studies (IPC)

Like the rest of the Junior School, Primary 3 follows the International Primary Curriculum. This is designed for children to have an international outlook and each child can contribute to the topics as an equal. Children are asked to contribute to each topic. This may be in the form of a show and tell, a sharing activity or providing books, posters, photos or items from home.

A variety of topics are taught which directly relate to the children's experiences and interests. Many cultural festivities are celebrated too. Several whole or half day trips are organized to complement each topic.

Art (Visual Education)

A variety of materials and methods are explored in different ways.

Computer (ICT)

An introduction to the world of computers through games and other activities. A specialist lesson is held once a week in the ICT lab.

LIBRARY

Children visit the library once a week. A book is chosen to take home and returned the following week.

What you can do to support your child

A strong emphasis is placed on growing independence and confidence. As a parent you can encourage your child to develop this in a number of ways.

Give your child basic responsibilities

- a) Let your child carry their own school bag. Make sure your child has the equipment for the school day and gym bags.
- b) Let your child bring their reading and library book into the classroom and put them in the correct place.
- c) Let your child hang up their own jacket and change shoes on their own.
- d) Encourage your child to dress themselves.
- e) Give your child support when reading. Please return the library reading books regularly.
- f) Discuss with your child work that is brought home.
- g) Give your child opportunities for play dates to socialize with other children outside school hours.
- h) Parents are welcome to become actively involved in classroom activities.

In conclusion

By the end of the school year the children have been introduced to the whole programme. Experiences and activities are designed as a basis for more formal learning, where knowledge will be extended, skills refined and understanding developed. A primary goal is to develop happy, confident and independent individuals, in a secure environment.

GRADE LEVEL STATEMENT - GRADE 1

LANGUAGE AND READING

Children become proficient users of language through experience and experiment. Their experience of language that they hear and see and their experimentation with language that they speak and write enables them to become literate. They need to continue this natural learning process in a stimulating and non-threatening environment.

The Language and Reading programme used in Grade 1 is based on certain assumptions:

- reading is a meaning-seeking process
- the language arts should be integrated with other subject areas
- to understand print, a reader uses three different kinds of information:
 1. background experience, context clues
 2. knowledge of how language works, ie. word order, sentence structure
 3. knowledge of print symbols, picture clues, configuration clues, etc.

The reader uses all three cueing systems while reading. They are not learned in isolation.

- children need access to print
- children should have the best language models
- rhythm, pattern, and familiarity provide language hooks for the children to hang their ideas on
- language is a major tool for learning
- language learning is not a solitary activity
- the children's own language is a major resource
- children need to be able to use language for many different purposes
- successful and appreciated writing experiences should be a natural part of each child's day-to-day language activities
- every child needs to feel that he/she is a successful member of the larger group

MATHEMATICS

The Maths programme is concept-based and emphasises practical, manipulative activities rather than concentrating on formal mathematical recording. Some worksheets are used as reinforcement activities and to assess the children's progress.

GRADE LEVEL STATEMENT - Grade 1 (continued)

We aim to encourage the children to:

- enjoy mathematics
- understand other aspects of mathematics as well as numeration
- use their existing knowledge to try to solve a problem rather than to say, "We have not done that yet"
- think logically and analytically
- talk about and discuss what they are doing
- become aware of the mathematics all around them

Topics and Concepts covered:

numeration	pattern
pictorial representation	shape
measurement	algebraic relations

The main concepts developed in numeration are:

sorting	partitioning
matching	cardinal numbers
ordering the cardinal numbers	pattern
addition, difference and "take away"	position value
counting	"sets of" and sharing

SPECIAL EVENTS AND REGULAR HAPPENINGS

Hanukkah	Christmas	Diwali	St. Nikolaus
Halloween	Easter	Santa Lucia	Library
Laterne	Computer	Cooking	Dental Hygiene
Music	Show & Tell	Road Safety	Physical Education

POSSIBLE CLASS TRIPS

Hamburg Sights	Animal Park	Theatre
Puppet Show	Walk to the Elbe	Butterfly Farm

SUPPORTING YOUR CHILD

We do not set regular tasks to be completed at home but your children do need support with:

- reading and sharing their reading folder
- show and tell
- reading and sharing stories in your child's mother tongue as well as in English
- activities and games at home involving maths language and concepts, e.g. cooking and board games

You can best support your child by ensuring that s/he has:

- plenty of sleep
- library books on the assigned day
- gym clothing
- appropriate clothing for the varying Hamburg weather
- healthy snacks and lunch

SCIENCE - Topic and Project work

All topic work is developed from IPC units and arises directly from the children's interest and experience. We encourage the children to:

- observe
- ask questions
- experiment
- record results
- relate

Examples of typical projects covered are:

Ourselves	Myself and How My Body Works
The Senses	Hearing, Seeing, Smelling, Touching and Feeling
Day and Night	Seasons, Sun, Moon and Stars, Festivals of Light
The Environment	World Habitats, People and Animals
Structures	Bridges, Tunnels, Towers, Spires and Domes
Living Things	Plants, People and Animals

HOMEWORK GRADE 1

Our goal in assigning homework in first grade is to help students establish a homework routine. The work assigned should take students no more than 15 minutes each day. Each Monday the students are given spelling words to practice for the week. They also receive math homework which helps them to review important skills and concepts. We encourage parents to read with their children both in their mother tongue and in English, as it is critical for their language development. For this reason we have levelled readers available in the classroom which students are allowed to check out to read at home, but this is completely voluntary.

GRADE LEVEL STATEMENT - GRADE 2

In Grade 2 children are encouraged to become more independent. They take increased responsibility for the organisation of their own learning and the care of their belongings. Respect and concern for others and the environment is fostered. The students work on an individual, group or class basis appropriate to the subject. Different curriculum areas are usually integrated through a topic approach. Children bring home a spelling list once a week. Parental support in helping the students organise daily activities e.g. library, sports, show and tell and lunches is appreciated, as is help with classroom activities.

Frequent communication between home and school is encouraged. Regular letters inform you of happenings taking place in your child's classroom.

LANGUAGE ARTS

Language Arts is comprised of five strands which are integrated using a whole language approach:

Reading

In Grade 2 a combination of the Harcourt reading scheme and a wide variety of reading materials and different genre is used, for example, non-fiction, poetry, newspapers and magazines. To gain confidence in reading, we ensure that children use various cues. These are semantic (does it make sense?) and syntactic (does it sound right?). Above all, it is important that reading is a meaningful and enjoyable experience.

Writing

In Grade 2 the process writing approach is used. This consists of brainstorming, drafting, rewriting, conferencing and publishing. Children compose in different genre such as poetry, letters, diaries, stories and reports. We use the D'Nealian handwriting scheme and cursive writing is introduced during this year. Written work should show care in sentence construction, punctuation, spelling and general presentation.

Speaking

Children are encouraged to converse during small group work where they will plan, discuss and later make oral presentations. These skills are also required during their "Show and Tell" time where they are expected to speak to the class on a prepared theme.

Drama

Children read plays, participate in a production, use puppets, mime and play dramatic games. Clarity of speech is closely monitored.

Listening

Children listen attentively to stories, myths, poems and tapes. It is important that they participate in discussions by taking turns and showing respect for the contributions of others.

MATHEMATICS

Mathematics in Grade 2 is divided into six main strands:

1. Problem Solving e.g. planning a trip and working out the costs.
2. Numeration e.g. recognising nos. 0-1000, place value, simple fractions and estimation.
3. Operations and Properties e.g. addition and subtraction with and without regrouping to 100 using manipulatives.
4. Measurement e.g. time, temperature, length, money, weight and volume.
5. Geometry e.g. 3-dimensional shapes and symmetry.
6. Data management e.g. using tallies, graphs and interpretation.

Mathematics at ISH is taught using a spiral approach whereby the six strands taught are reinforced and extended each year.

SCIENCE (IPC)

The aim of Science in Grade 2 is to provide students with an opportunity to gain scientific knowledge about themselves, their environment and the inter-action between the two. They develop a range of scientific skills such as observing, predicting, experimenting, interpreting information and communicating results. Possible topics include nutrition, respiration, the solar system, floating and sinking and sound. Our Science programme is integrated into our Social Studies programme, both of which make up our IPC curriculum.

SOCIAL STUDIES (IPC)

Social Studies involve learning about History, Geography and society. Opportunities are provided for students to investigate a variety of IPC topics ranging from communication to explorers and adventurers. Students are also encouraged to understand the importance of geographical and historical influences upon social systems.

ART (Visual Education)

Art is integrated into all topic areas. Various media and skills are introduced and explored.

EVENTS

In the course of the Grade 2 year there are a number of special occasions including parties, outings, drama productions for the assemblies, a theatre trip and visits by the dentist and the police.

HOMEWORK

Each Monday the children are given a list of spelling words and a related practice worksheet to be completed by Friday. They are also expected to complete a maths revision worksheet each week. At the beginning of the year, the students receive a Reading Record log book and, each week, must complete an entry for at least two home reading sessions. We encourage the children to become independent readers and to choose their own reading material from the class and school library. Parental involvement in helping the children to become motivated and enthusiastic readers is most important. Reading in the mother tongue is also crucial in furthering language development and should also be seen as part of the child's homework. In connection with the International Primary Curriculum the students will occasionally be asked to complete topic-related activities eg. a biography of an explorer, a toy timeline and a food diary.

**GRADE LEVEL
STATEMENTS**

JUNIOR SCHOOL

Grades 3 to 5

GRADE LEVEL STATEMENT - GRADE 3

LANGUAGE ARTS

Language Arts includes reading, writing, spelling, listening, speaking and handwriting. The Harcourt Reading Programme (Collections) is the core reading scheme in 3rd grade. Children are tested upon entry to the classes and placed in appropriate reading groups, averaging four groups per class. Their reading ability is continually assessed by their teacher throughout the school year.

Much of the language work in 3rd grade is related to the social studies and science topics in an integrated language arts approach. Many assignments in reading and writing have a direct link to a particular topic. The children publish at least one book every year which is based on a cross-curricular theme. Most of the words on the spelling lists are also taken from their social studies and/or science lessons. The children take spelling tests every Friday with a re-test on Mondays. They are expected to participate in discussions and use language confidently. At the same time they are encouraged to listen attentively to others. The students in these classes are expected to use cursive writing.

MATHEMATICS

The children continue to learn basic number facts, practise computational skills and, most importantly, develop problem-solving strategies. There are five strands in the curriculum: numeration, operations and properties, measurement, geometry and data management. Within these strands the following are covered each year:

addition (with regrouping)
place value
money
division

subtraction (with regrouping)
time
multiplication
fractions

SOCIAL STUDIES (IPC)

The major aim in social studies is to provide children with the opportunity to investigate history, geography and society when working upon specific topics. The children in an international school have the unique privilege of viewing their lives from a global perspective. That is to be fostered. The social studies topics are closely integrated with the language arts programme.

SCIENCE (IPC)

Children are scientific in that they ask questions; they are curious, open-minded and eager to learn. They make observations and experiment. Properly guided, they learn to test hypotheses, interpret the results of experiments and communicate their findings. Our science programme emphasizes the importance of these skills by simple investigations into everyday phenomena. The topics chosen are closely integrated with the language arts programme.

GRADE LEVEL STATEMENT - GRADE 3 (continued)

ART (Visual Education)

Art is an integral part of the whole curriculum. The children learn to express themselves in as many different media as possible.

EVENTS

The children in these classes usually have parties twice a year - Halloween and Christmas/Hanukkah. A local policeman instructs them in bicycle and road safety. They have several field trips including those to local museums, the theatre and a three-day trip to de Ole School Hof in the Lüneburger Heide.

HOMEWORK

The children do not have written homework on a daily basis. If a child seems to come home with reams of homework every evening, it could be that the work is not being completed in the allotted time in class. Parents can be expected to work with their children for about ten minutes per day to help them prepare for spelling and tables tests.

SUPPORT

It is important that the parents support their children by helping them to be organised. School bags should be packed the evening before. The children should have their supplies (pencils, pens, etc.) with them every day. Gym kits, ocarinas and library books should be packed on appropriate days. It is helpful to ask the children daily if they have homework or letters from school. After a few months, there's a good chance they will be aware of their own responsibilities. If not.... keep asking, and please label everything!

GRADE LEVEL STATEMENT - GRADE 4

LANGUAGE

Reading is the core of our language studies; the content is a source of inspiration and enjoyment, generating a flow of ideas; our approach exposes the skills and thought that goes into the development, organisation and expression of those ideas; our scheme of work provides the opportunity and the structure for our pupils to acquire these specific skills. The basis is the Harcourt Reading Scheme (collections) and a classroom and school library. Children are encouraged to buy their own books at the PTA Book Shop.

Rather more emphasis is placed on formal grammar at this stage. It gives the non-native English speakers a firmer grip on the language and gives the others a solid foundation for learning other languages. Oral expression, i.e. talks, discussions, dramatised scenes, while a valuable experience in themselves, usually form part of the preparation for writing. Here, drafting, re-drafting, proof-reading and open forum discussions are helpful both in improving style and promoting a healthy response to constructive criticism.

MATHEMATICS

By this stage divergence in ability, attitude and material covered is sufficiently marked to require an approach that takes these individual differences into account, while bearing in mind an expected level of attainment. Basic concepts are reviewed, consolidated and extended in four main themes: Organising Numbers, set based organisation; Number - Properties and Operations Upon; Space - shape, relationships, eg. parallel, perpendicular, angles, parts of a circle, etc.; Synthesis of Number and Space as in the number line - from whole numbers to fractions including decimals. The approach is a graded transition from practical work to abstract thinking, from oral work to recording.

Students are offered structured activities for re-teaching concepts, additional testing and exposure to varied formats. At every stage the emphasis is on understanding in relationship to what is already known and what is to come.

SCIENCE (IPC)

The science programme combines observing, experimenting, predicting and testing continue in what is, essentially, a process approach, science as a way of working. At this level emphasis is still on activity, and, although enquiry, doing, thinking and discussing are the essence, recording assumes more importance. The progression of the lessons is designed to make the children, too, aware of a clear, underlying conceptual structure. The topics include Machines, Energy, Air, Flight and Electricity. The important thing is to ask questions and to start looking for answers.

SOCIAL STUDIES (IPC)

The same is, of course, true of this subject, and, with the main theme, The Individual in His Environment, many of the topics are closely related to the Science and Language schemes of work. Here, however, we become aware of the social institutions that shape our lives, our roots in history, changes and our own part in them, the responsibilities of the individual in society, and the power of knowledge.

GRADE LEVEL STATEMENT - GRADE 4 (continued)

Research and communication skills are developed; map reading and making become important as do clear presentations orally and in writing of evaluations and opinions independently formed.

ART (Visual Education)

As well as being a stimulus and expressive inter-disciplinary factor, Art, like Music, occupies a special place in the curriculum. Specific skills are learned using paint and pastel, pencil and charcoal, modelling clay, needle and thread. As in Science, observing is all-important. In addition, Art and Craft Options with grade 5 are also provided at set times during the year (see grade 5).

EVENTS

In an international community and a cosmopolitan city these change from year to year. Visits to exhibitions and trips that will enrich our learning are undertaken as they arise and can include the Kiekeberg Open Air Museum, the Planetarium and the airport. A bicycle training session is also programmed. Fund-raising and parties occur regularly, but the format varies from year to year.

FIELD TRIP (Hof Am Klint)

In summer the students will go on a five-day field trip to Hof am Klint in Schleswig-Holstein. They participate in many enjoyable and educational activities such as: orienteering, a nature ramble, a visit to the swimming baths in Timmendorf and the Birds of Prey display at Eekholt Wildlife Park. The "Ferienhof" in which we stay caters especially for school groups and has excellent facilities including a large recreation room.

HOMEWORK

The homework assignments for the fourth grade are normally given on set days. This allows the students to know when homework is due and what is expected of them. We wish these assignments to use after-school time effectively, to develop strengths and to assist the students in improving those areas in which they have weaknesses. An outline of the fourth grade homework policy is given to all students at the beginning of the school year. This also supplies parents with guidelines if they wish to help their child with homework.

SUPPORT

Help from parents is one of the richer aspects of international education. Specific areas vary from year to year with the parent community. Assistance in the classroom is always welcome in Reading, Maths, Art and Craft, Field Trips, Drama and Parties. Keeping in touch is important as is seeking help with problems before they become too big.

THIS YEAR

During this year, children take full responsibility for their belongings and equipment. They replace learning by imitation with learning by understanding. It is a fascinating, challenging year, and a rewarding one for the participants.

GRADE LEVEL STATEMENT - GRADE 5

During the child's final year in the Junior School, it is hoped that the "nurturing" of the previous years has paid off. The fifth grade child is expected to be fully responsible for the care of personal belongings and equipment, in completing given assignments thoroughly and submitting them on time. They are also expected to exhibit sensible and controlled behaviour both in and outside the classroom.

LANGUAGE ARTS

Language Arts includes all areas of communication in English - Listening (Understanding), Reading, Written Expression and Oral Presentation. Each of these areas is interrelated and interdependent; one area enhances, builds upon or necessitates action in another.

At the core of our language arts programme is the Harcourt reading series. All children are assigned work at their own reading level and complete assignments at their own pace. This series offers a wide variety of selections including fiction, non-fiction, poetry and instructional segments. The selections assist the children in recognising the elements of a good story which they are then able to incorporate into their own creative writing. The reading selections are also used as the basis of many of the children's vocabulary and spelling exercises, written assignments and group discussions.

Writing is of significant importance. The mastered areas of sentence structure, simple punctuation and sequenced story episodes will be elaborated on through creative writing endeavours and the major topic presentations that the children will be required to do in the areas of Science and Social Studies.

In conjunction with the school librarians and through the reading scheme, the children will be instructed in dictionary skills, study and research techniques, including the use of CD-ROM available information.

The child's self esteem, confidence and oral skills are developed by sharing literature through group discussions, reporting on current events, giving oral reports or acting in a class drama production.

SCIENCE (IPC)

The science programme gives the children an opportunity to gain scientific knowledge about themselves, their environment and the interaction between the two. Emphasis is placed on developing a range of skills necessary for scientific enquiry. The programme strives to develop healthy attitudes toward working in a scientific manner, sensitivity to living and non-living things and co-operation with others.

The fifth grade programme can include some of these topic areas: Ourselves - Human Sexuality, Minerals and Rocks, Space, Animal Habitats and Energy.

GRADE LEVEL STATEMENT - GRADE 5 (continued)

MATHEMATICS

Mathematics continues to build upon skills learned in previous years and allow for individual differences in ability and learning style. The curriculum provides the framework to ensure that each student works from the concrete and visual representation of a problem, through discussion of and attempts at a solution, through abstraction and recognition of the method of solution, through the application of a learned method of solution and finally continued use and practice of these methods in everyday problem-solving situations. Assessment of the children's progress continues to be the guide for building further concepts.

Our Mathematics curriculum has been divided into five basic learning areas which are built upon from one year to the next. Some of the main topic areas for Grade 5 are listed below:

- Numeration: numbers from 0.001 - 9,000,000, equivalent decimals, rounding numbers, fractions and mixed numbers
- Operations and Properties: addition and subtraction of fractions, multiplication (1 and 2 digit multipliers), division (1 digit divisor), estimation in multiplication and division, addition and subtraction of decimals, extended practice of all operations, use of a calculator
- Measurement: time, linear measurement, comparison of perimeter and area
- Geometry: two-dimensional figures, slides, flips, turns and scaling of two-dimensional figures, three-dimensional objects, tessellation of shapes, geometric terminology regarding lines and angles
- Data Management: data collection, organization and display of data, interpretation, probability concepts.

The Mathematics curriculum will be supported by a variety of published schemes including the Harcourt programme.

SOCIAL STUDIES (IPC)

This area of the curriculum encompasses a broad spectrum of study which includes History, Geography and Sociology. A simplified view could be - the interaction of mankind with his environment. Children are encouraged to interact with others, to share, discuss and respect others' viewpoints and traditions, to develop a sense of caring for others, community spirit and protection of our environment. They are also encouraged to take an active interest in current events and a closer look at the relationships between continents and countries as they exist today.

We place emphasis on acquiring proficiency in researching for information, map-reading, drawing conclusions, making oral and written presentations, participating in class discussions and excursions.

The fifth grade programme can include these topic areas: Artists Impressions of the World, Space Exploration, Globe and Map-Reading Skills, Current Affairs, the Media and the Comparison of Host and Home Country Research Project.

GRADE LEVEL STATEMENT - GRADE 5 (continued)

ARTS AND CRAFTS (Visual Education)

The children will be confronted with a variety of media and subject matter. It is expected that the children will develop an increased awareness and ability to utilize colour, shape, texture, shading, patterns and design in their artwork.

Art and/or craftwork will be used to establish ideas or enhance learning in other subject areas.

HOMEWORK

The children will be given weekly assignments which will include math work, grammar drills, story writing and vocabulary/spelling practice. Written work will generally not exceed 30 minutes per day. In addition, it is recommended that each child read for at least 30 minutes every day. Books can be borrowed from the school library or the class libraries which are kept for this purpose.

If the child is falling behind in class work, s/he will be required to complete the work at home. This is also the case for extended absence from school. Parents should contact the teacher for work missed by the child.

WEEK LONG FIELD TRIP

In the Fall all fifth grade students will go on a five day field trip to help integrate new students, to develop a sense of caring for others and to build a positive community spirit. A complete educational and recreational program is planned and organized for the week. Possible destinations include Tönning and Borgwedel near Schleswig.

TRANSFER TO GRADE 6 (MIDDLE SCHOOL)

We are very concerned that the transition to grade 6 should be an easy one and that the students should feel comfortable in their new environment. To that purpose a number of activities are organised to assist in a rapid acclimatization:

1. A meeting involving Junior School staff and Middle School staff, including subject heads, where information about the fifth grade students is shared. This takes place in early summer.
2. An orientation day for the 5th grade students who are introduced to the Middle School by the Head of the Secondary School.
3. A short graduation ceremony takes place for fifth grade students at the final Junior School Assembly held on the last day of school.
4. Junior and Middle School staff meet in the autumn to review the settling in process.

SPECIALIST SUBJECT STATEMENTS

English as an Additional Language

German

Special Needs
(STUDENT SUPPORT SERVICES TEAM)

Counsellor

Music

Library

Computer (ICT)

Design and Technology

Mother Tongue (After School)

Physical Education

English as an Additional Language

The Junior School EAL programme is designed to meet the needs of the non-native English speaking students. These children receive intensive lessons in English within groups small enough to ensure individual attention and immediate positive reinforcement. They are helped to acquire the language, vocabulary and structures which they need to function effectively within their classes and integrate into the school community.

Organisation

The programme aims to provide continuity of instruction and develop communicative competence. Every effort is made to coordinate with classroom teachers and to integrate class content areas into the EAL programme.

EAL P3

P3 children are taught in small groups. For these young children, who are perhaps experiencing their first taste of school life, the approach is intended to be relaxed and informal. Each group takes part in an activity-based lesson on a regular basis. We make use of songs, games, arts and crafts and role-play situations as a means of introducing new vocabulary and language structures. The children should be able to express themselves in English, at a simple level, as quickly as possible in order to participate fully in the day-to-day life of their classroom.

EAL Grades 1 to 5

Initial placement and grouping is constantly reviewed and evaluated. Beginner groups are scheduled to meet daily for two periods. The other groups meet five times a week for a single period.

Beginners

At this level, the children are learning to:

- understand and act on basic teacher directions
- master basic grammatical structures and vocabulary items
- use English appropriately in real communication with others

Intermediate

At this level, the children are

- developing an understanding of the language equivalent to a first language English speaking child
- increasing the fluency of their English
- mastering more complex grammatical structures and extending their vocabularies

Teachers are sensitive to the individual needs of the children and adapt the programme where this is felt necessary. Children entering the programme with no previous knowledge of English normally attend EAL lessons for two to three years.

During the first year, the non- German speaking children do not attend German lessons. Before leaving the programme children are expected to:

- communicate fluently with few errors
- integrate fully and effectively into their classrooms

Methodology

The methodology within the EAL department is flexible and takes into consideration the personalities involved as well as the overall aims of the curriculum. The children try out language through activities and tasks which are as varied and as interesting as possible. Language learning through interaction is considered essential and is encouraged. The students sing, talk to each other, play games, watch educational videos and CDs, dramatize, make models, repeat rhymes, listen to stories, read and write.

Parent- Teacher Communication

Parents are invited to an Open House early in the school year. Parents are informed of the EAL programme and have the opportunity to ask relevant questions concerning the language development of their children.

The EAL progress report for pre-school children is included in the class report. In grades 1 to 5 the EAL Department uses a specially formulated report sheet to inform parents of their children's development. There are three reports each school year. These are distributed at the same time as the class reports. The EAL report comments on the general progress of each child and includes input on areas such as the following:

1. Listening skills
2. Understanding of spoken English
3. Reproduction of grammatical structures in speech and writing
4. Pronunciation of sounds and words
5. Participation in short dialogues
6. Fluency and structural accuracy in free speech and free written expression
7. Vocabulary development
8. Study habits

The areas commented on may vary according to the age and level of each individual child. Appointments are arranged on parent conference days to discuss the progress of individual children. However, all EAL teachers hope that if there are any questions or doubts in the minds of parents, they will not hesitate to arrange to discuss them at any time in the school year. Parent-Teacher communication is considered crucial to the optimal language development of the child.

Mother Tongue Support

Parents should encourage and support the development of the child's mother tongue. Research has shown that the development of mother tongue is important to the successful acquisition of a second language. The EAL teachers will be happy to provide details of some appropriate literature for parents.

GERMAN

AIMS

The teaching of German at the International School Hamburg aims to give the individual language-learning student the German language as a tool to feel comfortable in this country. We believe that communication skills are important to enable our students to interact with the people in the host country and create understanding, acceptance and respect for the country's traditions and customs. All students are exposed to the language and culture as well as current events and topics of general interest at their respective levels. The German programme is particularly enhanced by the fact that there is a German-speaking student population in the school and that it is supported by "total immersion" in the environment of the host country.

German as a mother tongue is taught to native/almost native speakers in all grade levels. First and second grade is seen as a unit. Literacy is taught with a phonetic – sight reading approach. Reading, spelling and writing are considered to be the core tasks. In third, fourth and fifth grade the students shall develop more proficiency in all areas of the language: oral communication (listening and speaking), writing and reading are judged as essential aspects. Students shall experience the richness of the language through poems, rhymes, fairy tales, stories, literature, topics, plays and songs.

GENERAL OUTLINE

German is offered in the Junior School from grade 1 to grade 5. Four lessons are taught per week. Each lesson lasts 40 minutes. All students of a grade level are taught German at the same time by one of the four or five German teachers.

German is offered as a foreign language as well as a native language. There are two or three levels of competence in the area of foreign language teaching and one level for native speakers.

Beginners :	no German or very basic knowledge
Intermediate:	basic knowledge / good knowledge
Advanced:	good knowledge
Fluent:	native speaker standard

The above level structure is the ideal case which differs from reality. Usually the groups cannot be divided like this because the number of students in one level (particularly in the fluent level or beginner level) exceeds the maximum acceptable number of students for one teaching class. This requires two fluent classes in that particular grade and consequently a reduction to three levels if only four teachers teach that grade. Therefore we are able to offer only two levels for language learners. This creates a wide range of student abilities in the beginners and intermediate groups. The main criterion for the student placement is the oral ability. Grouping is determined by proficiency and by numbers. Teaching requires flexibility and differentiation. Each year is a new challenge regarding the most effective grouping of students.

In principle all students participate in the German program. The exceptions are those students who join the EAL beginners group and have little or no command of German and might initially be considered to suffer from learning more than one language. These students will be identified by the class, EAL and German teachers.

Special topic units/projects are provided for all students in grades 2 to 5 regardless of whether the students participate in the regular German programme or not. The units are offered twice a year and last about two weeks. The topics covered in these project classes are usually related to German culture, history, geography and events in Germany and/or correlate to topics taught by the class teachers. At present the following units are taught:

Grade 2:	Christmas customs	Grade 3:	St.Nikolaus and Easter
Grade 4:	Hamburg	Grade 5:	Germany

HOMEWORK

Parents should be aware that homework is regularly set once a week for students in grades four and five. According to the timetable each teacher tries to implement a routine in homework setting: e.g. on Monday, homework is set for Wednesday. Parental support in homework organization may be essential. If a student has not done his/her homework three times in a trimester the parents will be notified and asked for support.

Students in the German mother tongue programme in grades 2 - 5 are expected to read books over the October, Christmas and spring holidays. Sufficient extra time before or after the holidays is given to read the book. Students are encouraged to take the book along while traveling.

MATERIALS

At all times, students should bring to class a completely equipped pencil case (not only pen and eraser!) and the German materials which were taken home. Usually most of the materials - student books, work books, exercise books and folders - remain in the German teacher's room. Parents and students do not need to buy any work or exercise books, paper or folders. The students will be provided with all grade level specific books at the beginning of the school year.

CONTACT

This school year the following teachers are working in the Junior School German department: Ms. Ipach, Ms. Jahnke, Mr. Klimkeit (Head of Department), Ms. Menzl and Ms. Händschke. Please do not hesitate to contact one of us – an occasional brief exchange of ideas might at times be better than to wait for the parent conference day. The best time to get hold of us is usually at the end of the school day. An Open House afternoon will be held at the beginning of the school year with the purpose of informing parents about the programme. Everyone is welcome!

STUDENT SUPPORT SERVICES AT ISH

SPECIAL EDUCATIONAL NEEDS

The Student Support Services Team (SSST) teachers provide support for students who are having academic difficulties and who have been identified through a referral process as needing additional support in order to successfully develop to their fullest potential. Services are provided in different ways depending upon the individual needs of each child. Help within the classroom setting is provided for those students whose needs are best met within the larger group. Students are also withdrawn from classes and seen for small group or individualized instruction. Special educational services provided at ISH include:

- Assessment of special educational needs
- Pull-out remedial instruction
- In-class remedial instruction and support
- Enrichment and extension support (gifted and talented)
- Consultation with teachers
- Consultation with parents
- Student monitoring
- Classroom observations
- Coordination with outside academic programs
- Outside referrals for medical screenings
- Outside referrals for speech therapy
- Outside referrals for occupational therapy
- Application for accommodations for students with special needs for the PSAT, SAT, and IB exams.
- Early Childhood Centre screenings for school readiness
- Admissions screenings of prospective students with suspected learning difficulties

You can contact Ruth Chignell-Stapleton (rchignell@ishamburg.org), Denise Cadieux-Gellesch (dcadieux@ishamburg.org) or Suzan Weishof (sweishof@ishamburg.org) for further information.

COUNSELLING

The Student Support Services Team counsellors provide assistance and support to students and their families, teachers, and other members of the ISH community. Counselling services are available to students during the school day in order to provide them with the opportunity to work through any issues which may be affecting their ability to fully participate in the academic programme. School counsellors help students adjust to a new environment, understand their strengths and weaknesses, become aware of available educational and vocational choices, and develop socially, physically, emotionally and academically.

Every year, approximately one third of all children at ISH are new. Some children have arrived from their home country, some from other locations abroad, and some

have attended multiple international schools. It is not unusual for teachers and parents to notice children reacting to these new circumstances during the period of transition (3-6 months). In addition to transitional issues, students of all ages can periodically experience a wide range of social, emotional challenges ranging from self-esteem, anxiety, aggression, withdrawal, family matters and general developmental issues.

In order to assist families and students with these and other areas, Ms. Sandra Johnston (School Counsellor, Room 132, ext. 151, sjohnston@ishamburg.org) offers services which include individual and group counselling, crisis intervention/management, consultation with families, administration, teachers and/or outside agencies, full psychological testing, classroom guidance lessons, parenting workshops and a well-stocked parenting library located in the Senior Library. She is available each school day by appointment.

JUNIOR SCHOOL LIBRARY PROGRAMME

The Junior School Library endeavours to provide children in the Junior School with materials and programmes that enhance their classroom learning and stimulate a life-long love of reading.

The library curriculum promotes individual interests and abilities through a variety of enrichment activities.

The library collection emphasizes attractive materials presented in a stimulating environment in order to encourage positive attitudes and respect.

The Librarian prepares children to use more advanced materials and sets the pattern for their recreational reading.

Junior School Library Routine and Procedures

Junior School classes have a time-tabled period in the Library each week for instruction in the use of the Library, the on-line catalogue (OPAC), proper handling and care of books as well as story time and other reading related activities.

Library books, books with CDs, and CDs may be checked out for a period of two weeks. Materials needed for research topics may be kept longer. Reference materials can be checked out overnight or for classroom use. Please check with the Library Staff.

Children absent on their library day and those who finish their books before the scheduled library lesson are encouraged to use the library at any time during the week to change their books. Materials should be checked out at the circulation desk with the Librarian or Library Assistant. Students are responsible for all materials checked out in their name.

Students are asked to return library materials by the due date. Library items may be renewed and books can be reserved for one week. A reminder (overdue notice) is sent home if a child has had a loan longer than two weeks. Parents are asked for support in helping their child(ren) to return books on time. If a loan is not returned in reasonable time or lost, the borrower will be invoiced for the book. The invoice includes a non-returnable Business Office charge.

Lost Books and Materials

Books and other library materials not returned within six weeks of the borrowing date are assumed lost and must be replaced. Patrons are billed for a fee of € 20 per item. This charge supplements the cost of the lost item and includes a processing fee.

Parents of students and other patrons may choose one of the following arrangements to replace lost items:

- ❖ a lost library item can be personally replaced by parents or other patrons and no charge will be made for processing of the new material.
- ❖ a bill can be issued directly from the Business Office. The Business Office will

be notified in the event that an item is returned to the library.

- ❖ parents can pay cash for the missing item(s) to the Junior School Librarian directly.

Patrons will be reimbursed should the item be found.

Damaged Books and Materials

Books and other materials that have been damaged beyond repair and are no longer suitable for circulation must be replaced. An unacceptable state may be due to, but is not limited to, materials with water stains, damage by pets, and pen or crayon markings. Patrons or parents are asked to discuss arrangements for payment or replacement with the librarian. See procedure for Lost Books and Materials. Patrons may keep damaged items once payment has been made for the item.

The Junior School Library offers summer loans of library books. Students may borrow up to ten books if they have a note from their parent stating that the child will be returning for the next school year. All library materials borrowed during the year must be returned before summer loans are to be checked out.

It would be appreciated if classes were not interrupted by visitors during the school day. Parents who wish to borrow additional books for their children are welcome to use the Junior School Library. Best times are before the morning break (10.30) and after school.

Book limit:

Primary 1, P2 and P3	1 book at a time
Grade 1	1 book at a time
Grade 2	2 books
Grade 3	2 books/possibly 3 books
Grade 4 and Grade 5	3 books/more upon request

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Computer activities in the Junior School are designed to supplement the classroom activities. Each class is scheduled in the computer room for one 40-minute session per week. This lesson is planned jointly with the class teacher so as to integrate the ICT skills taught with the classroom curriculum. Each Junior School classroom also contains several computers, enabling students to continue their work outside lab time. During the ICT lesson students are introduced to a wide variety of software on both Mac and Windows platforms. These software applications include:

- **Word Processors and Publishers** – students learn to use the computer as a tool to publish work.
- **Graphics Software** - used to create and "paint" pictures, allowing development of creativity while learning about computer graphics and practicing mouse skills.
- **Multimedia Software** – to take photographs and add sound and animation to presentations.
- **Exploratory games and simulations** - to develop problem-solving skills.
- **Programming with Logo** – to develop an understanding of how computers work. The logic of programming. Breaking activities down into simple statements, translating these instructions into a programming language, then testing and adjusting the program until it works.

The use of these applications will also enable us to meet our main two objectives namely:

- The acquisition of basic computer literacy - knowledge of computer parts and terminology, the processes of computing, use of components such as keyboards, screens, mice, printers, CDs, IWBs etc.
- The development of self-confidence in and enjoyment of the use of technology and the Internet.

Parents can help support this instruction in several ways. Find out when your child has computer class. Ask him/her what he did in it. If the computer room is open after school, go there with your child and have him/her show you their work.

If you have a computer at home, bring it into the family room and encourage your child to use it, while maintaining a watchful eye. Search out suitable websites and online games where he/she can practice skills learned in class. Use the Internet to find suitable resources in his/her mother tongue and encourage them to write emails to family.

Whether you are running a Mac or PC make sure your child has access to:

- A word processing program (e.g. Word or Pages)
- Presentation software (e.g. PowerPoint or Keynote)

- A paint program
- An Internet browser.

We also strongly advise buying a typing program to teach your son/daughter keyboarding. Many games, too, have educational value. Finding the way out of a maze, overcoming obstacles, using reference materials to answer questions, or to figure out where to go next can all develop logic skills.

Don't worry if your computer is not a PC as we will be using both Windows and Mac operating systems in the Junior School. As our students learn they are also gaining the confidence and skill to find similarities between the systems and their own way around problems. Our ultimate goal is to produce the confident digital citizens of tomorrow.

THE MOTHER TONGUE PROGRAMME (AFTER SCHOOL)

At ISH we provide a wide and varied Mother Tongue programme. At present, we have Mother Tongue language lessons in French, Norwegian, Dutch, German, Hebrew, Arabic, Russian, Finnish, Spanish and Danish. These lessons are specifically designed to further develop the Mother Tongue language that children regularly use at home. These lessons take place after school and last an average of 1 to 1 ½ hours. The mother tongue coordinator is Catherine Cleary (ccleary@ishamburg.org) who will be happy to answer any questions concerning the Mother Tongue Programme.

PHYSICAL EDUCATION

Philosophy

In physical education lessons students should be taught to:

- be physically active.
- demonstrate knowledge and understanding mainly through physical actions rather than verbal explanations.
- be aware at the same time of terminology relevant to activities undertaken.
- engage in activities that involve the whole body, maintain flexibility and develop strength and endurance.

In order to become independent learners students should be enabled to:

- solve for themselves the problems that they will encounter in the course of their physical activities.
- evaluate initial attempts and decide how to modify subsequent attempts.
- consolidate particular skills through practice and repetition.

In order to develop positive attitudes students should be encouraged to:

- observe the conventions of fair play, honest competition and good sporting behaviour.
- understand and cope with a variety of outcomes, including both success and failure.
- be aware of the effects and consequences of their actions on others and on the environment.
- appreciate the strengths and be aware of the weaknesses of both themselves and others in relation to different activities.

To ensure safe practice students should be taught to:

- be concerned with their own and others' safety in all activities undertaken.
- understand the importance of warming up for, and recovery from, exercise, thus preventing injury.
- adopt good posture and the correct use of the body at all times.
- lift, carry and place equipment safely.
- observe the rules of good hygiene.
- understand why particular clothing, footwear and protection are worn for different activities.
- understand the safety risks of wearing inappropriate clothing, footwear and jewellery.
- respond readily to instructions and signals within established routines and follow relevant rules and codes.

SPECIFIC AIMS AND OBJECTIVES AND PROGRAMME OF STUDY FOR PHYSICAL EDUCATION FROM PRIMARY 1 TO GRADE 1

A) AIMS AND OBJECTIVES

1. To enable the children to plan and perform a range of simple actions and linked movements in response to given tasks and stimuli:

The children should:

- be given opportunities to develop a wide range of simple movements in a variety of activities with and without equipment.
- be encouraged to recognize and make up simple rules and work within them.
- be guided and encouraged to use movement to show moods and feelings and respond to simple rhythms and contrasting stimuli.
- be taught to link movements with increasing control to show changes of direction or levels and variations of speed, tension or rhythm.
- be helped to recognize and follow safety procedures, including lifting, carrying and moving equipment.

2. To provide opportunities for the children to practice and improve their performance:

The children should:

- be encouraged to practice and perform simple skills.
- be encouraged to improve performance as they work alone and, when ready, in co-operation with a partner.

3. The children should be encouraged to describe what they and others are doing:

The children should:

- be given the opportunity to describe what they and others have done in physical education, and how they did it, using simple, functional and aesthetic terms.

4. To enable the children to recognize the effects of physical activity on their bodies:

The children should:

- be made aware of the changes that happen to their bodies during exercise.

B) PROGRAMME OF STUDY

1. Gymnastic Activities

The children should:

- experience many ways of performing the basic actions of travelling, turning, rolling, jumping, balancing, swinging, climbing and taking weight on hands, both on the floor and using apparatus.
- be given opportunities to practice, adapt and improve their control of individual actions.

- be given opportunities to link together a series of actions both on the floor and using apparatus, and be able to repeat them.
- be taught to carry and position simple apparatus using the correct lifting technique.

2. Games

The children should:

- experience using a variety of games equipment.
- experience, practice and develop a variety of ways of sending, receiving and travelling with a ball
- experience elements of games play that include chasing, dodging, avoiding and awareness of space and other players.
- be given opportunities to make up and play games with simple rules and objectives that involve one person and a limited amount of equipment, extended to working with a partner when ready.

3. Dance

The children should:

- experience and develop control, co-ordination, balance, poise and elevation in basic actions including travelling, jumping, turning, gesture and stillness.
- explore contrasts of speed, tension, continuity, shape, size, direction and level and describe what they have done.
- experience working with a range and variety of contrasting stimuli, including music.
- be given opportunities to explore moods and feelings through spontaneous responses and through structured tasks.
- be helped to develop rhythmic responses.
- experience, and be guided towards, making dances with clear beginnings, middles and ends.

4. Athletic Activities

The children should:

- experience and be encouraged to take part in running, jumping and throwing activities, concentrating on accuracy, speed, height, length and distance.

5. Outdoor and Adventurous Activities

The children should:

- explore the potential for physical activities within the immediate environment.
- undertake simple orientation activities.
- apply physical skills out of doors on suitable equipment.
- develop an awareness of basic safety practices.

SPECIFIC AIMS AND OBJECTIVES AND PROGRAMME OF STUDY FOR PHYSICAL EDUCATION IN GRADES 2 TO 5

A) AIMS AND OBJECTIVES

1. To provide opportunities for the children to plan, practice, improve and remember more complex sequences of movement:

The children should:

- be assisted to plan, refine and adapt performance when working with others.
- be encouraged to develop, consolidate and combine physical skills through practice and rehearsal.
- be enabled to remember, select and repeat a range of movements and perform more complex sequences alone and with others.

2. To enable the children to perform effectively in activities requiring quick decision making:

The children should:

- be encouraged to plan and use simple tactics and judge their success.
- be enabled to respond quickly to changing environments or adjust to other people's actions.

3. To enable the children to respond safely, alone and with others, to challenging tasks, taking account of levels of skill and understanding:

The children should:

- be helped to explore and present different responses to a variety of tasks and stimuli.
- be given opportunities to work alone to ensure development of their own personal skills.
- be encouraged to adopt good sporting behaviour and recognize and reject anti-social responses including unfair play.

4. To enable the children to evaluate how well they and others perform and behave against criteria suggested by the teacher and suggest ways of improving performance:

The children should:

- be taught to help themselves to improve by making simple comments and judgements on their own and others' performance.
- be helped to understand their roles as members of teams/groups and take into account others' ideas.

5. To encourage and to provide opportunities for the children to sustain energetic activity over appropriate periods of time in a range of physical activities and understand the effects of exercise on the body:

The children should:

- be taught to understand the value of and demonstrate sustained activity over appropriate periods of time.
- be taught to understand the immediate and short-term effects of exercise on the body.
- be taught to understand and demonstrate how to prepare for particular activities and to recover afterwards.

B) PROGRAMME OF STUDY

1. Gymnastic Activities

The children should:

- be enabled, both on the floor and using apparatus, to find more ways of rolling, jumping, swinging, balancing and taking weight on hands and to adapt, practise and refine these actions.
- be guided to perform in a controlled manner and to understand that the ending of one action can become the beginning of the next.
- be given opportunities both on the floor and using apparatus in response to set tasks, to explore, practise and refine a longer series of actions making increasingly complex movement sequences which they are able to repeat.
- be able to respond to a variety of tasks, alone or with a partner, emphasizing changing shape, speed and direction through gymnastic actions.

2. Games

The children should individually, with a partner and in small groups:

- explore and be guided to an understanding of common skills and principles, including attack and defence, in invasion, net/wall and striking/fielding games.
- be helped to improve the skills of sending, receiving and travelling with a ball for invasion, net/wall and striking/fielding games.
- be given opportunities to develop their own games practices, working towards objectives decided sometimes by themselves and sometimes by the teacher.
- make up, play and refine their own games within prescribed limits, considering and developing rules and scoring systems.
- develop an understanding of and play games created by the teacher as well as small sided, simplified versions of recognized games covering invasion, net/wall and striking/fielding games.

3. Dance

The children should:

- make dances with clear beginnings, middles and ends involving improvising, exploring, selecting and refining content and sometimes incorporating work from other aspects of the curriculum, in particular music, art and drama.
- be given opportunities to increase the range and complexity of body actions,

including step patterns and use of body parts.

- be guided to enrich their movements by varying shape, size, direction, level, speed, tension and continuity.
- in response to a range of stimuli, express feelings, moods and ideas and create simple characters and narratives in movement.
- describe and interpret the different elements of a dance.

4. Athletic Activities

The children should:

- practise and develop basic actions in running (over short and longer distances and in relays), throwing and jumping.
- be given opportunities for and guidance in measuring, comparing and improving their own performance.
- experience competitions including those they make up themselves.

5. Outdoor and Adventurous Activities

The children should:

- be given opportunities to experience outdoor and adventurous activities in different environments (school grounds, parks, in mountains, etc.) that involve planning, navigation, working in small groups, recording and evaluating.
- be taught the skills necessary for the activity undertaken with due regard for safety including the correct use of appropriate equipment.

P. E. FACILITIES

ISH is endowed with a modern gymnasium which is equipped for most of the major games and gymnastic activities. Other on-site facilities include an outdoor basketball court, a 50-meter running track, a long-jump pit and a shot put area.

EXTRA-CURRICULAR ACTIVITIES

ISH competes against other International Schools within the NECIS organization in Soccer, Volleyball, Basketball, Swimming, Track & Field (Athletics) and Softball. Teams are organized at various levels - Varsity, Junior Varsity, Under 14 years, and Under 12 years.

After-school gymnastics lessons are organized for Lower Junior School students during the period April to June and indoor soccer for Upper Junior School students. Students in grade 5 are also eligible to try out for the school Soccer, Mini-Volleyball, Mini-Basketball and Track and Field teams at the Under 12 age level. Students in grades 4 and 5 are also eligible to try out for the school Swimming team.

SKI TRIP TO AUSTRIA

A Ski Trip to Austria is organised annually in the February vacation. This activity is open to all students in Grades 4 to 12.

REPORT CARD – AN EXPLANATION OF THE COMMENTS

The following definitions have been produced by the teacher in order to achieve consensus about how the new report card should be interpreted. They are included here to assist parents' understanding of that interpretation.

EFFORT

Effort – Indicates the level of willingness to learn and/or succeed. Despite possible physical difficulties, inability to grasp a concept or other hindrances, the student is making a genuine attempt to learn. The student may not be making much or any progress at the time of reporting but the teacher recognizes evidence of real determination.

SOCIAL SKILLS

1. Interacts positively with peers

- Does not use aggressive behaviour
- works/plays co-operatively with others (this will vary according to age)
- solves disputes in an appropriate manner
- shares with others
- allow others to join in
- uses appropriate language, i.e. avoids name calling, shouting
- respects ideas/opinions of others respects property of others

2. Interacts positively with adults

- uses appropriate language, i.e. please and thank you
- follows instructions
- listens when spoken to
- attends in class
- works co-operatively with adults
- communicates opinions and ideas in a good way

3. Follows school rules and procedures – appropriate to his/her age and understanding, the student is aware that the school is governed by a series of rules and procedures. The student makes every effort to abide by these rules and procedures.

4. Respects rights and opinions of others – Shows consideration and appreciation towards the feelings, rights and opinions of peers and adults. He or she should be allowed to question the situation but with respect.

5. Works well with others - Attempts to show consideration to his/her peers whether in a work or play situation. This can apply to a one to one, group or classroom situation. Should show willingness to help either self or teacher initiated tasks.

6. Assumes responsibility - Assumes responsibility in that they are answerable, liable, accountable (and morally) bound to fulfil specified duties towards others.

STUDY SKILLS

3. **Completes assignments and homework on time** – as requested by the teacher according to grade level expectations.
4. **Does neat and careful work** – Uses good penmanship and complies with acceptable class standards.
5. **Follows directions** – Carries out assigned tasks appropriate to the oral or written instructions.
6. **Comprehends instructions** - Understands directions, verbal, non-verbal, and written. This includes the entire spectrum from explicit commands to subtle directives.
7. **Works independently** - Tackles an assignment or task relying on self. Rarely seeks help or guidance from others.

MATHEMATICS

1. **Demonstrates knowledge of basic facts** – Understands and shows when to use fundamental principles of mathematics according to grade level expectations.
2. **Computes accurately** – Solves math problems correctly
3. **Understands concepts** – Student learns, remembers and understands mathematical ideas.
4. **Applies concepts and strategies to problem solving** – Student is able to choose an appropriate way to solve any given mathematical problem.

READING SKILLS

1. **Reads fluently** - Reads with appropriate rhythm, pausing at commas and full stops. Reading has expression and shows understanding of the text by the rhythm and intonation chosen.
2. **Self-motivated to read** - Chooses to read without prompting. Selects reading material willingly and appears to gain pleasure from reading, indicated by body language and by what is said about a book. Talks readily about books and reads beyond the minimum requirement.
3. **Comprehends what is read** - Shows understanding of what has been read. Can discuss the book and answer comprehension questions correctly.
4. **Uses context clues to make sense of reading** – Student is able to “read around” unknown words in a sentence and derive meaning from the remaining words. This strategy allows the reader to maintain fluency without interrupting the flow of the passage.
5. **Uses word analysis** – Student demonstrates knowledge and understanding of sound/symbol relationships and phonemes. These skills are necessary for a reader to be able to break down and decode unfamiliar words.
6. **Shows vocabulary development** – Student shows growth in vocabulary through comprehension of reading material and correct usage in speech.

WRITING SKILLS

1. **Writes legibly** – The student’s work is written in such a way that it can be easily read.
2. **Demonstrates creativity** – The student’s work displays the use of skill and imagination to produce original English expression.
3. **Uses grammar rules correctly** – The student’s work displays understanding and accurate usage of the structural form of the English language.
4. **Uses punctuation rules correctly** – The student displays an ability to use the marks in writing that divide sentences and phrases of the English language.
5. **Learns assigned spelling words** – The student studies and practices forming given words correctly from individual letters.
6. **Applies correct spelling** – The student demonstrates the ability to attend to spelling accuracy.
7. **Organizes writing logically** – Students are expected to be able to structure their writing in a meaningful way. This involves recognition and knowledge of the purpose of their writing and choosing words and forms appropriate to the targeted audience for whom the writing is intended.

LISTENING / SPEAKING SKILLS

1. **Listens for understanding** – The student will be alert, show an interest in and focus attention on the speaker, and respond appropriately with silence, laughter, facial expression and/or body language. The student will be able to comprehend spoken language in the form of directions, commands, questions, conversations, descriptions and stories.
2. **Contributes to class discussions** – The student will voluntarily offer ideas and opinions with enthusiasm, answer non-subjective questions, and retell and summarize an event or story appropriate to the subject level being discussed.
3. **Formulates questions effectively** – The student will know the difference between a question and a statement, and be able to put the structure of a question in the appropriate order. The student will ask meaningful questions relevant to the story or subject being discussed. The student will be able to voluntarily formulate questions using who, what, where, when, how and why.

SCIENCE

1. **Uses investigative skills** – Proficiency with scientific process skills e.g. predicting, observing, inferring, hypothesizing, experimenting, interpreting and evaluating.
2. **Demonstrates knowledge and understanding** – Acquisition and recall of scientific fact, ideas and concepts. (A list is in ISH Science curriculum for each grade level.)

SOCIAL STUDIES

1. **Uses research skills** – The student is able to make appropriate use of books and other media resources to obtain the necessary information require in any given topic.
2. **Demonstrates knowledge and understanding** – The student is able to present “Transfer of knowledge” gathered in a topic into an oral or written form.
3. **Shows interest in project material** – The student shows evidence of independent research in a format that displays thought and care about the project.

ART AND DESIGN

1. **Uses technical skills** – Show technical skills appropriate to grade level and demonstrates appropriate use of media in relation to the intended expressive purposes of the work.
2. **Uses creative skills** – Show imaginative response to the given activity resulting in surprising and unusual images i.e. that challenge existing conventions.

GERMAN (Beginners and Intermediates)

1. **Is attentive and follows directions** – the student pays attention and follows the directions set by the teacher
2. **Does neat and careful work** – The student produces neat work and tries to do it with thought and care.
3. **Comes to class prepared** – The student does his/her homework and brings the materials required for class (notebook, textbook, pencil cases etc.)
4. **Contribute positively to oral class work** – The student is able to make correct statements or comments in oral class work.
5. **Records and memorizes vocabulary effectively** – The student shows the ability to learn and memorize vocabulary and phrasing.
6. **Begins to write words and sentences correctly** – The student shows the ability to write simple words or sentences correctly. In the lower grades this is not given as great a priority.

GERMAN (Advanced)

1. **Is attentive and follows directions** – the student pays attention and follows the directions set by the teacher
2. **Does neat and careful work** – The student produces neat work and tries to do it with thought and care.
3. **Comes to class prepared** – The student does his/her homework and brings the materials required for class (notebook, textbook, pencil cases etc.)

4. **Contribute positively to oral class work** – The student is able to make correct statements or comments in oral class work.
5. **Applies spelling rules** – The student demonstrates the ability to attend to spelling accuracy.
6. **Uses grammar rules appropriately** – The student’s work displays understanding and accurate usage of the structural form of the German language.
7. **Is able to write meaningfully and with a clear focus** – The student’s work displays the use of skill and imagination to produce original German expression.
8. **Reads fluently** - Reads with appropriate rhythm, pausing at commas and full stops. Reading has expression and shows understanding.

MUSIC

1. **Vocal and general skills** - This grade reflects the student’s participation, preparedness and development in using the voice expressively.
2. **Instrumental skills** – This grade reflect the student’s progress in playing instruments and reading musical notation.

PHYSICAL EDUCATION

1. **Actively participates in all activities** – This grade indicates a student’s involvement, and willingness to join in the planned activity.
2. **Follows rules and works constructively with the teacher and other members of the class** – student understands how a game or activity should be properly conducted. Student works well in a team or together with class members.
3. **Games activities: Demonstrates skills and knowledge** – The student shows understanding of, and the necessary skills for, games activity.
4. **Gymnastics/movement: Demonstrates skill and knowledge** – The student shows understanding of, and the necessary skills for, gymnastics/movement activity.

INFORMATION COMPUTER TECHNOLOGY (ICT)

1. **Understands basic skills and concepts** – The student is able to apply knowledge gained to achieve results.
2. **Follows instructions** – The student listens and watches attentively while instructed. Attempts to complete assignment.
3. **Demonstrates technical skills** – The student displays confidence and understanding when handling the hardware and software.