



Eerde IPC programme guide 2021-2022



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■ INTERNATIONAL
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Curriculum in Primary

The International Primary Years Curriculum (IPC) and Cambridge Primary are used in international schools all over the world. At Eerde we have implemented both curricula as we believe this is the best of both educational systems. Learning with the International Primary Curriculum means that students focus on a combination of academic, personal and international learning which is exciting and challenging. The aim of the IPC is to help every student enjoy the connections of learning within a wide range of subjects. It helps to develop an enquiring mind, personal attributes and to develop a sense of the student's own nationality and culture, at the same time developing a profound respect for the nationalities and cultures of others. Math and English are the subjects that follow the Cambridge Primary learning goals. Of course they link as closely as possible with the IPC topics. At Eerde we believe that connecting both programs in this way will enable the student to get the best education from both worlds.

What is IPC

IPC, the International Primary Curriculum, is a creative and thematic based curriculum which integrates various subjects like History, Science, Geography, Society, ICT, Technology, Art, Music and Physical Education. At the base of this curriculum is a clear and well-structured learning process with specific learning goals for each subject. This curriculum helps to form a big picture and understanding about how everything is connected through integration of these subjects around a theme. It encourages the learners to look for connections constantly, as we believe that the more connections a student can make, the better he/she can learn. Learning with the IPC takes a global approach; helping students to connect their learning to where they are living now as well as looking at their learning from the perspectives of other people.





Subjects taught in IPC

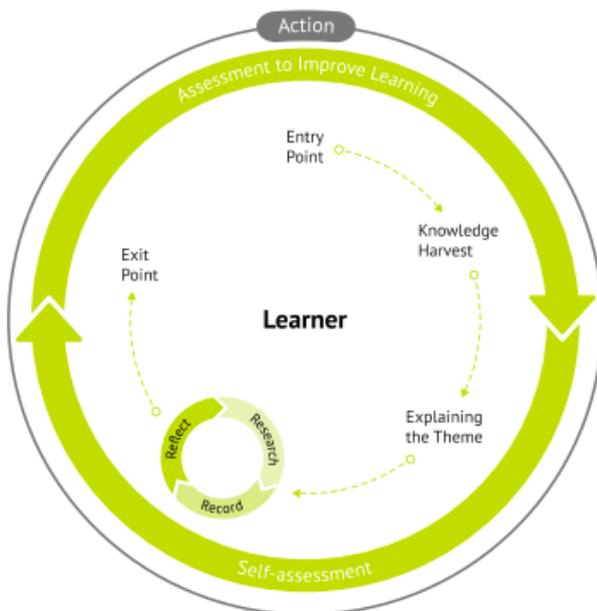
Science, History, Geography, Art, Design Technology & Computing, PE, and Music. The IPC topics present learning for students in a vibrant and meaningful way, which will help students make links between subject areas.

Connection with Cambridge Primary

Math and English will follow the Cambridge Primary learning goals but will be integrated with the IPC as much as possible. At the end of each year the core subjects will be assessed using Cambridge Primary test material. These results will be marked and analysed externally. Learners will receive an analysis on their performance with strengths and weaknesses identified. This analysis will enable both the school and parents to monitor the students' development and to see where the student is on his/her learning journey. At the end of Cambridge Primary, year 6 students will receive a statement of achievement.

The IPC process of Learning

Every IPC unit contains a clear learning process and has a structural approach providing students with a stimulating, brain friendly environment. These structures help the students to become engaged in their own learning process and remain committed to learning throughout their school years and later life, creating lifelong learners.



Each unit of work starts with an Entry Point which provides an exciting introduction to the work that is to follow. The main goal of the Entry Point is to induce interest and enthusiasm and get the students motivated to start learning about this theme. In the Knowledge Harvest students have the opportunity to reveal what they already know about the theme they are about to study and for teachers





to build on that. Pre-knowledge is activated and students start recording what they already know about the subject. The teacher explains the theme so students know what they will learn in each given subject related to their personal and international goals in every subject. This creates an overview of what will be learned, and enables students to create and find connections.

All lessons contain a Research and Recording Activity. During the research activities students use a variety of methods and work in different group sizes to find a range of information. Through these two activities, students achieve the learning targets in every subject, including international targets, while also developing their personal goals. The learner has a central position in the process and students will be assessed on their knowledge skills and understanding related to the subject area and concept following a mini cycle of research, record, reflect in each of the learning activities. The mini cycle ensures that learners can reflect on all learning opportunities as part of their regular subject learning and this will occur many times and not just once. Reflection questions support metacognitive thinking and learners may respond to the questions in a variety of ways. The reflections of students are included in their portfolios.

Every unit ends with an exit point, an activity where the students get the opportunity to evaluate, reflect and present to others what they have learned. This helps them to become more aware of what they have learned and how they have developed.

Furthermore, every unit contains an Extension Activity to provide students with an opportunity to extend their responses to the work within a unit by thinking more deeply and offering opportunities for gifted and talented students to be challenged.





Learning between the ages of 4-11

The IPC lessons are interesting, active, meaningful and challenging. An important element of IPC is how it contributes to the development of global awareness, analysing what students have learned from various perspectives. It also provides opportunities to apply their knowledge, skills and understanding to their own country and to their host country, using concrete and real-life situations. The more meaning is created, the better students can learn, becoming fully involved in their own learning process. The clear learning goals focus on what the students need to KNOW, what the students should be ABLE TO DO, and what they need to UNDERSTAND. While developing the learning goals there is a constant element present, analyzing WHY they should learn and develop this knowledge, skill and understanding. There is a constant focus on making learning meaningful.

IPC takes various learning styles into consideration, it is aimed at brain friendly and experiential learning suiting the needs of students between the ages of 4-11. The IPC utilizes a constructivist pedagogy, whereby learners connect new knowledge to prior knowledge and are actively engaged in constructing their own understanding

The experiential and active approach to learning that the IPC promotes ensures the acquisition and development of Knowledge, Skills and Understanding in ways in which the learner is fully engaged in learning activities considered to be iterative and active.

Students will also learn to develop their personal goals. These goals refer to the individual attributes and characteristics of the students that are important and necessary in the 21st century. Students learn to develop qualities that will help them deal with changes in life and become successful in their future careers.

The international goals will help students develop a sense of “international mindedness”. These goals help students to develop a national, international, global and intercultural perspective. These goals are also inspiring students to take positive actions and engagement within global issues, developing a strong global awareness.





Considering all of this, we at Eerde also differentiate and embrace the talents and skills of every individual student. We are aware that building on talents can enhance the learning process and its effectiveness.

Eerde learning profile

The IPC Program at Eerde International Boarding School is designed to set students upon the path to becoming young people who embody the Eerde Learner Profile:



Confident

We develop confidence in our abilities and ideas, in order to work towards achieving our dreams and future aspirations.
We celebrate success and we feel proud of ourselves, each other and our school



Reflective

We identify our strengths and our areas for improvement
We reflect on our actions, our behaviour and our treatment of others



Critical

We examine evidence and use reason to arrive at conclusions.
We question assumptions, traditions, and conventional wisdom
We challenge and innovate, always striving to be independent thinkers



Cooperative

We value our community and strive to work together to help each other fulfil our potential as a school and as individuals
We understand that our community extends beyond the walls of our school to the local community and wider world



Caring

We think of others and care about others' needs.
We are friendly, collaborative and build positive relationships
We take care of ourselves and value healthy lifestyles and choices



Balanced

We value personal and social development, as well as academic development
We strive to achieve a healthy balance between those areas of our lives that we value and those we need to develop



Responsible

We are ambassadors for our family, our friends, our school and our community
We consider our impact on the planet and society and strive to be responsible global citizens



Diverse

We seek to understand each other, recognising our similarities and celebrating our differences
We recognise that different values, traditions and customs can all be right, striving for a culture of mutual respect and tolerance





Overview of the IPC Program

Each week, IPC students take the following program of lessons:

| | Lower primary | Upper primary |
|--|-----------------|-----------------|
| English, Language arts/Literacy | 5 lessons/hours | 5 lessons/hours |
| Spelling and Grammar programme and individual practice | 2 lessons/hours | 2 lessons/hours |
| Mathematics | 5 lessons/hours | 5 lessons/hours |
| IPC including: Science, History, Geography, Design & Technology related with ICT & computing | 8 Lessons/hours | 8 Lessons/hours |
| Music | 2 lessons | 2 lessons |
| Art and/or Drama | 1 lesson | 1 lesson |
| Physical Education | 3 lessons | 3 lessons |
| International mindedness & personal goals. | On-going | On-going |

All lessons are taught in accordance with the IPC philosophy of learning, and thus emphasises inquiry, communication skills, cooperation, risk taking, and reflection.

For English and Math, primary students follow the Cambridge primary learning goals closely linked with the IPC concepts.

Support

Primary students have dedicated class teachers who support them in navigating all aspects of academic and social life at Eerde. Individual support is also made available to primary students who require it through Eerde's Learning support, staffed by qualified Learning Coaches, who are adept at providing personalised study support. This combination of factors means that primary students are provided with support and guidance during their period of study at Eerde.





Length of the Program

The IPC program lasts throughout the primary years and consists of three mileposts and an Eerde early years programme.

The Eerde early years age 4-5

Milepost 1 age 5-7

Milepost 2 age 7-9

Milepost 3 age 9-12

Every two years students will begin with a new milepost with learning goals adapted to their needs. Learning goals are set and are well adjusted to other mainstream programmes ensuring an easy transitions with enrolments during the year.

Next to the IPC programme students will follow the Cambridge Primary programme for English and Math. At the end of each year students will get a Cambridge progression test to measure their performance in relation to peers around the world.





Subject description

Below is a short description of each of the subjects, linked to the IPC themes;

| Subject | primary |
|---|---|
| English Language & Kindergarten | The foundation is laid for both vocabulary as well as language and reading skills. By offering differentiation and a varied package of materials and activities in these groups, students learn to develop at their own speed. The activities offered focus on vocabulary, oral language skills, comprehensive listening, story comprehension, language awareness, preliminary alphabetization and letter knowledge. For this we use the method Letter Land and the online tools of Active Learn for extra spelling, grammar and phonics practice. Within the IPC early years units students are offered activities directly in line with their different types of intelligence and learning styles, while we also use source materials for all reading and writing activities. We start teaching the core subjects language, reading and writing methodologically when students have reached grade 1 |
| English Language Language in grade 1- 2 | Language in grade 1- 2 We start teaching the core subjects language, reading and writing methodologically when students have reached grade 2. Being able to read well literally opens up your world. Once you can read you have access to all kinds of information. For this age group we use a method called Oxford International English, the latest edition. Which is an integrated program, which offers (comprehensive) reading, spelling, composition, vocabulary and verbal language development. Students also use the online activities of Active Learn for extra spelling, grammar and reading practice. Each student's reading development is carefully monitored, by an evaluation of their development upon the termination of each theme. This also allows the continuous adjustment of each individual's reading program in the course of their reading process. |
| English Language For grades 3-5 | Language in grades 3-5 follows the method called Oxford International English. This is a complete program for language and spelling, integrating vocabulary. This method provides extra practise in the basics of the English language. The learning curves for reading, listening, speaking, composing, grammar and language have been fully absorbed into this method. The method structurally works on reading words, sentences and texts focusing on correct, smooth and fluent reading. Students will also learn about tone of voice. The method offers differentiation options so both strong and |

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| | <p>weaker readers are offered a program meeting their learning needs. Reading skills is a daily segment in our grade 3-5. In reading development we value the stimulation of reading motivation and experience. While the focus is mostly on technical reading development in grade 3 this slowly shifts to comprehensive reading in grade 4, 5 and onwards. In addition to teacher led classes, students work independently or in teams of two or more, while the teacher is mostly coaching the learning process, giving help wherever needed. The language aspects vocabulary, composition and linguistics are especially focused on each weekly. Spelling and Grammar also covered in special classes where teacher led classes and independent working are alternated. This is supported by the online tools of Active Learn for extra spelling, grammar and reading practice.</p> <p>Each student's progress is assessed by the method bound tests and by the Cambridge primary progress checkers.</p> |
| Extra Reading | <p>READING: Starting in grade 1 there are daily reading sessions in class, books are presented by students or book reports are written. Students visit the school library at least once a week to check out new books to read. On a yearly basis we offer different reading stimulation activities.</p> |
| Intensive English | <p>English as a second language is offered for students whose first language is not English , dependent on their level. The aim is to get a student following mainstream classes as soon as possible. The main aims are:</p> <ul style="list-style-type: none">• To introduce English to young students so they can express themselves confidently in everyday situations.• To prepare the students to follow the mainstream programme and to prepare them for international secondary school at the end of the primary school. <p>These lessons take place during the regular class English lessons, but away from the main class. Students in Intensive English are thereafter reevaluated in term-based cycles and moved back into the main class full-time to follow their grade level. It is recommended, where possible, that new students with no experience in the English language take English lessons prior to their arrival to Eerde. It will help in reducing on the time needed in Intensive English and allow for a higher level of involvement in the activities in the main class.</p> <p>Pre-school & Kindergarten and Grade 1-2 follow an oral</p> |





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| | <p>program that focuses on improving spoken fluency, broadening vocabulary and generally raising confidence in speaking English. The emphasis is on providing them with a strong oral foundation and to build up their listening and speaking skills. A typical lesson includes conversation, rhymes, songs, drama, a story, games and occasionally a practical drawing or craft activity; all built around a theme appropriate to their age and interest levels. The online tools of Active Learn for extra spelling, grammar and phonics practice is also used. Reference is also made to IPC themes or other topics currently being covered in the classroom.</p> <p>Grade 3-5 continue to develop their listening, speaking and reading and are introduced to writing in English. The students are exposed and encouraged to read a variety of reading materials at their individual level. The main aim at this grade level is development of fluency in spoken English, accuracy in writing and heightened reading comprehension skills with a focus on Spelling and the grammatical structure of the English language. The online tools of Active Learn for extra spelling, grammar and reading practice is used as support material .</p> |
| Math Pre-school & Kindergarten | <p>Pre-school & Kindergarten and grade 1: In our mathematics curriculum we also connect to the IPC units. The Abacus method and Active Learn is used as a supporting online tool. This method uses many different themes that invite the students to actively participate in the 'real' world and encourage them to discover what really interests them. This method touches upon various aspects of the areas of comparisons, ordering, matching quantities, counting, number comprehension, time and surface. We also frequently rely on materials especially developed for this age group.</p> |
| Math grade 1-5 | <p>The grade 1-5 mathematics lessons are also taught with the Abacus method. Abacus is a realistic method stimulating the students to actively solve math problems. Abacus offers much room for interaction between teacher and students, but also in between students. It also has many interactive online activities on Active Learn. Talking about possible solution strategies is an important part of our math curriculum. In Abacus, teacher led classes are alternated with independent working lessons, giving the teacher time to give extra support to those students needing it. Students who would like extra challenges work according to their level on assignments from a method for talented and gifted students from Collins. These students also work on non-method bound practice and processing materials.</p> |





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| | <p>We also try to accommodate our students' different types of intelligences and learning styles in our mathematics curriculum, by offering them options in their work: working alone or together, working with self-correcting math materials or on the computer. The Abacus software program is an integral part of the method and is used in grades 1-5. Each program contains exercises related to the corresponding themes that allow the students to work independently. The following is covered:</p> <ul style="list-style-type: none"> ▪ Number and Place Value ▪ Addition and subtraction (mental and written methods) ▪ Multiplication and Division (mental and written method) ▪ Decimals, Fractions, Percentages ▪ Measurement ▪ Geometry, properties of shapes ▪ Statistics ▪ Problem solving and reasoning <p>The students' progress is assessed by the method bound abacus tests and by the Cambridge primary progress checkers. To practice math skills different structural cooperative learning forms are used in all groups. Skills we aim to develop mental arithmetic, mathematical reasoning to investigate, solve and justify problems.</p> |
| Intensive Math | Intensive Math support is available for those who need it |
| Math extension | For gifted and talented students we extend the curriculum through Collins Math and Challenging activities. |
| IPC | In IPC (Geography, History and Science) subjects are offered within the different units (themes). This is an international curriculum that is offered at Eerde and allows the students to develop a broader outlook on the world. The IPC is concentrated around themes that appeal to the students. Each theme relates to a situation in the student's home and host country. Where the home country might be different for some, the host country is the same for all students. By working with both a home and a host country the IPC curriculum becomes meaningful to all students. We focus on each theme for several weeks and work on it from various angles, depending on the subject at hand. Cooperating, doing your own research, making connections and finding solutions for a problem are all important IPC elements. The IPC stimulates an active learning attitude in students. The teacher focuses on their learning process and objectives, allowing students to learn better. The student's learning continues at home. Before we start on a new |





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| | <p>unit (theme), all parents receive an information letter about this new unit. The themes were designed for four different age groups called mileposts: Milepost 1 : Grade 1 and Pre-school & Kindergarten(adapted program) Milepost 2 : grade 2-3 Milepost 3 : grade 4-5 Each unit is completed with an exit point presentation reflecting on all that's been learned. During the exit point ceremony parents are often invited for a class presentation of the IPC, which gives them the opportunity to look with their own son or daughter at what they learned and what was worked on together. At Eerde we work on the IPC objectives for 8 hours per week.</p> |
| Art | <p>In Art, children learn about visual and tactile expression and communication. They learn about:</p> <ul style="list-style-type: none">● Expressing ideas, emotions, observations and experiences in images Developing creativity and imagination● Using colour, form, texture and patterns● Using materials and processes● Understanding, appreciating, respecting and enjoying other people's visual expressions● The work of artists, craftspeople and designers from different cultures, including those represented in the host country● Functions of the visual arts in people's lives now and in the past <p>The Knowledge, Skills and Understanding which children gain through their study of Art can be regarded in terms of: Enquiry, Designing, Making, Techniques, Materials, Interpretation, Evaluation, Communication</p> |
| Music | <p>Students study music at a level appropriate to their prior music experience and skill. The subject focuses on both theory and application. All classes have music lessons once a week. Whenever music is central in a certain IPC unit (theme), the music lessons will be connecting to this IPC unit to make the lesson as meaningful as possible for the students. In Music students explore ways in which sounds can be made , changed</p> |





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| | <p>and organized and explore the ways they can be used expressively. They learn to sing familiar songs learn about rhythm and musical patterns using notes and to choose sounds and instruments to make their own music.</p> <p>In Music, children learn about musical expression and communication. They should be taught about:</p> <p>Expressing emotions and experiences in images</p> <ul style="list-style-type: none"> • Developing creativity and imagination • Performing by singing and playing instruments • Musical composition • Appreciating, respecting and enjoying musical compositions and performances • The work of musicians from different cultures, including those represented in the host country • Functions of music in people’s lives now and, in the past <p>The Knowledge, Skills and Understanding which children gain through their study of Music can be regarded in terms of:</p> <p>Enquiry, Performance, Composition ,Listening, Interpretation, Evaluation, Communication</p> |
| PE | <p>IPC students follow Physical Education. The aim of the subject is to increase students’ physical fitness and dedication to living a healthy lifestyle, and well as to facilitate the development of cooperation and a sense of fair play. Exercise is essential for children’s full development. Also, physical education is meant to introduce students to a wide range of sports and movements. Eerde has a big, well equipped PE hall and big outdoor sport fields including a tennis court. All classes use the gym twice per week. The big field is intensively used at break time and is also available for sports events and extracurricular activities. PE lessons are held by a specialist teacher who focuses on motor skills, coordination, technique and games. In PE, students learn control and coordination of their body. First through simple actions and movements , later by planning these movements and performances themselves. They are encouraged to be involved in a range of activities using control and coordination suited to their age group. Students learn to take part in individual , pair, small group and team activities .</p> |





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| International Mindedness | <p>International learning goals help students to develop a sense of their place in the world. They learn about other people and cultures, and continue to become more internationally minded.</p> <p>The international goals help students develop a sense of “international mindedness “. Students develop the skills of research, analysis, evaluation, reflection, collaboration and communication.</p> <p>These skills help students develop a national, international, global and intercultural perspective to inspire them to take positive actions and become engaged in global issues, developing a strong global awareness</p> |
| Personal learning goals | <p>Personal Learning goals</p> <p>Personal and international learning are integral to the IPC and weave their way throughout our units of work. The IPC addresses these crucial personal needs: to make sense of their learning, active involvement with their peers, to learn how to make connections. Throughout their study of the IPC and all other aspects of their lives, students learn the personal and social skills they need to develop into healthy and productive citizens of the world. Through the IPC, students learn about the personal qualities of:</p> <ul style="list-style-type: none">● Enquiry● Adaptability● Resilience● Morality● Communication● Thoughtfulness● Cooperation● Respect <p>These are embedded throughout the whole curriculum and in all other aspects of school life. These personal goals help students develop qualities to be able to deal with changes in life and become successful in their future careers.</p> |





Assessment and Grading

In the IPC knowledge, skills and understanding are thought of as different types of learning experiences, or learning types, and are therefore planned, taught, learned, assessed and reported on accordingly. Assessment is balanced and rigorous to make sure that the students have learned what we planned for them to learn. Students, together with the teacher will keep a portfolio with work and will keep track of the achievement of learning goals.

Skills assessment

The Assessment to Improve learning Program provides assessment for the skills learned in all IPC subject areas. Skills need time to be practiced and developed, there is a consistent and clear process for the teachers to support the learners in achieving and developing their skills. A skill can be assessed at a beginning, developing, mastering or innovation level. The mastering level is the level we hope students to be at the end of the milepost whereas the innovation level describes advanced skills and performance above and beyond what is expected. There are success criteria available for each skill being practiced which are used by both teachers and learners. This enables students to reflect and be active and have ownership over their learning. Teachers use the assessment to improve learning to identify the learning stage of each student and provide clear advice on how to move to the next level.

Assessing understanding is multifaceted and cannot necessarily be evaluated in the same way for each learner. Assessing understanding involves any or all of the following at different times and as appropriate:

- A collection of evidence over time
- Teacher judgement
- Open ended task construction
- Application of thinking skills
- A certain breath of knowledge so that connections can be made
- Multiple opportunities that are designed in different ways

Knowledge will be assessed through formal and summative knowledge tests which are created by the teacher. Portfolio assessments and exit point





presentations will happen after each unit of work and will be marked with a pass or fail, this is where students can show their understanding of the concept and their learning.

Assessment to improve learning explanation

There are lots of different ways to assess a learner. This includes formal testing. However, a teacher will use a variety of formal and informal assessment activities throughout the learning process. Any activity which checks how well a student is learning is assessing that student's learning. Information from these assessment activities is used to adapt teaching and learning approaches, which leads to improvements in learner outcomes.

Assessment to improve learning (ATIL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

One way of thinking about ATIL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this.

Self-assessment and peer assessment focuses on the importance of learners assessing their own learning, using rubrics and other appropriate methods and is vital in the process

ATIL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there.

The five main processes in assessment to improve learning

There are five main processes that take place in assessment to improve learning:

(i) Students understand what *successful* work looks like for each task they are doing. They know and are familiar with their learning goals.

(ii) *Questioning* enables a student, with the help of their teacher, to find out what level they are at.





(iii) Students become more independent in their learning, taking part in *peer assessment and self-assessment*.

(iv) The teacher provides *feedback* to each student about how to improve their learning.

(v) *Summative assessments* (e.g. the student's exam or portfolio submission) are also used formatively to help them improve.

Portfolios:

Portfolios are used to monitor an ongoing learning process in IPC. This is where students can show their understanding of the concepts and their learning. Students are responsible for keeping a portfolio of all learning and work following the criteria provided. They will keep track of the achievement of learning goals and teachers are to make sure a student is maintaining the portfolio to the standards asked.

Cambridge Primary

To ensure an ongoing process Math & English will be tested using the Cambridge Primary test materials and learners will receive a statement of achievement through Cambridge Primary in Grade 5.

Students are assigned a grade for summative assessment tasks, portfolio and presentation at the Exit-point.





Grading

The grading system in the IPC/ Cambridge Primary Program is outlined below:

| Subject | Grading | Rubrics |
|---------------------------------|---|---|
| English | 20-100% | Cambridge progression test, Cambridge Lower Secondary examination |
| Mathematics | 20-100% | Cambridge progression test, Cambridge Lower Secondary examination |
| Science | E-A Beginning, developing mastering or innovating level | Assessment to improve learning learning+ School-created tests |
| Design technology including ICT | E-A Beginning, developing mastering or innovating level | Assessment to improve learning learning+ School-created tests |
| Geography | E-A Beginning, developing mastering or innovating level | Assessment to improve learning learning+ School-created tests |
| History | E-A Beginning, developing mastering or innovating level | Assessment to improve learning learning+ School-created tests |
| Art | E-A Beginning, developing mastering or innovating level | Assessment to improve learning learning+ School-created tests |
| Physical Education | E-A Beginning, developing mastering or innovating level | Assessment to improve learning learning + School-created tests |
| Music | E-A Beginning, developing mastering or innovating level | Assessment to improve learning+ School-created tests |
| Exit point Presentation | Pass/Fail | School-created tests |
| Portfolio | Pass/Fail | School-created tests |





| Skill assessment | Knowledge/ Understanding assessment | Percentage | Effort |
|-----------------------------------|---|-------------------|-----------------------|
| Innovating (Excellent) | A* | 100 | Excellent |
| Mastering (Very good) | A | 90 | Very good |
| Mastering (Good) | A- | 85 | Good |
| Developing (OK) | B | 80 | OK |
| Developing (Satisfactory) | B- | 75 | Satisfactory |
| Developing (Sufficient) | C | 70 | Sufficient |
| Beginning (Below Sufficient) | C- | 60 | Below sufficient |
| Beginning (Insufficient) | D | 50 | Insufficient |
| Beginning (Below expectations) | D-/ E | 40 or lower | Below expectations |





Reporting

IPC Student progress is reported four times a year. The reporting schedule is below:

| | |
|--------------|-------------------------|
| Mid October | Grade and small comment |
| Mid December | Grade and comment |
| Mid March | Grade and small comment |
| Mid June | Grade and comment |

Maintaining the Primary Portfolio

Portfolios:

Portfolios are used to monitor an ongoing learning process in IPC. This is where students can show their understanding of the concepts and their learning. Students are responsible for keeping a portfolio of all learning and work following the criteria provided. They will keep track of the achievement of learning goals and teachers are to make sure a student is maintaining the portfolio to the standards asked.

The portfolio (Google sites) has a page per IPC unit. The front page is the student's personal page where their personal learner profile is visible (in conjunction with the school learner profile and the personal goals of the IPC). Per unit the teacher plans the tasks which should be uploaded in the portfolio. Teachers use the 'assessment to improve learning' process and provide feedback and feedforward on the tasks/assignments. In Upper primary the students are encouraged to write their reflections on learning, in lower primary this is an oral process and not uploaded in the portfolio. Each unit will provide space for reflection on learning and personal goals. The students state what they 'learned' and refrain from what they 'did'.

Students are encouraged to maintain their portfolio and update their personal page and unit tasks, teachers facilitate time and support for this. Teachers will assess understanding during the presentation of the exit point presentation. The portfolio is commented on in the reports, constructive points of improvement are mentioned. The portfolio is not to be graded with a mark.

