Primary Parent - Student Curriculum Handbook

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Curriculum Philosophy – International Baccalaureate Primary Years Programme

The Codrington School is an International Baccalaureate (IB) World School which holds authorization from the IB to offer the IB's primary Years Programme (PYP). The school's curriculum, which uses content drawn from international sources, is developed on an ongoing basis within the framework of the PYP. It iis designed for students between the ages of 3 and 12 years and may be taught in any language. We teach it in English. The curriculum framework is international in outlook and provides for the development of the whole child, not just in the classroom but also through other media of learning, encompassing social, emotional, physical and cultural needs in addition to academic welfare. The Programme combines best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a significant, relevant, engaging and challenging educational framework for children.

The IB Learner Profile
The philosophy of the PYP, as it directly affects the child, is expressed in a series of desired attributes and traits that characterize students with an international perspective. The following student profile is central to the PYP and, indeed, to all three IB Programmes. Students should be:.

Inquirers	Principled
Thinkers	Caring
Communicators	Open-minded
Risk-takers	Balanced
Knowledgeable	Reflective

The Programme of Inquiry
The philosophy of the PYP is based on a commitment to structured inquiry as an ideal vehicle for learning. The Programme of Inquiry (POI) is the school's framework for the PYP. It is based on six organizing themes which provide the structure for the exploration of knowledge and is designed to issue in significant understandings. Students explore subject disciplines through these questions and are challenged to engage in important ideas.
These themes are:
- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

The Programme of inquiry strives for a balance within the written curriculum. This written curriculum incorporates five essential elements of learning:
- The understanding of concepts
- The acquisition of essential knowledge

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- The acquisition of skills
- The development of attitudes
- The opportunity for positive action

Further information on each of the five essential elements of the programme can be obtained from the PYP curriculum coordinator upon request or by visiting www.ibo.org.

Units of Inquiry

Within the Programme of Inquiry, each year group is involved in exploring four or six units of inquiry depending on the stage of the children. These units are transdisciplinary and engage the students as active participants in their own learning. Thus, the exploration of such units focuses upon facilitating the inquiry in the classroom and beyond. The units studied range from comparisons of ancient civilizations, to the solar system,migration and extinction to name but a few. As stated above, each unit of inquiry may contain a variety of subject disciplines. For example, the PYP7 unit (previously used) on migration includes areas of the mathematics, science and social studies curricula. Due to the transdisciplinary nature of the programme, Language and Numeracy is placed independently on the timetable and also embedded into the units of inquiry. Our complete Programme of Inquiry from PYP1/2 reception through to PYP8 is available on our website at http://www.codrington.edu.bb.

Language Curriculum

Language is fundamental to learning and permeates the entire school curriculum from PYP one onwards. By learning about language and through language, we nurture an appreciation of the richness and diversity of language and a love of literature. Therefore, language does much more than promote cognitive growth. We believe that mother tongue language development is crucial for maintaining cultural identity and emotional stability and that the acquisition of more than one language enriches personal growth and helps facilitate international understanding. The language curriculum document identifies the major learning outcomes considered essential by the faculty and administration of The Codrington School, through the two languages on offer in the primary school: English and Spanish. These outcomes, or expectations, are arranged into four main strands: speaking and listening; reading; writing; and viewing and presenting. Spelling is also incorporated into school practice but is approached differently by the individual teachers within the transdisciplinary context. Throughout the school, language, by its very nature, is integrated into all areas of the curriculum and each of the strands may be looked at separately or as interactive and interrelated elements.

Whole School General Language Outcome
Students will understand:
The internal structures of language
The reading process
The writing process

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That the effective use of language is a valuable life skill

That communicative competence comes before emphasis on accuracy

The complexity of language

Students will learn to be aware of:

Language as our major means of reflection

Circumstantial effects/changes (style, audience, purpose)

The various influences on language (historical, societal, geographical)

The importance of literature as a way of understanding ourselves and others

Differences and similarities in literature (structure, purpose, cultural influence)

A respect for differences and similarities between languages and dialects.

Speaking and Listening:

Oral communication is used to communicate, reflect, gather, process and present information. Speakers use oral language to ask and answer questions; relate and retell; talk about needs, feelings, ideas, and opinions; and to contribute to discussions in a range of formal and informal situations. Oral language needs to be appropriate to the audience and the purpose. This includes knowing when it is important to use the accepted writing conventions and grammatical structures. Talking also encompasses the pronunciation, intonation and stress of speech, vocabulary development, communicative competence, the use of grammar and the speaker's fluency and accuracy. Listening comes in a variety of forms. One category of listening is listening for precise meaning. This includes listening to rhythm, sounds, instructions, information and conversation. Another type of listening is listening for general meaning. This involves listening for understanding, information, predictions and enjoyment. Listeners use visual and tonal signals to understand the speaker's message. Students need to listen attentively, interact with the talker, respond appropriately and think about both the literal and inferred meaning of what they hear. Respect for differences between languages and dialects is an important part of oracy development in this increasingly global world.

Reading: Written Communication

Literature, in a variety of forms, offers a means of understanding ourselves, others and has the power to influence and structure thinking. The process of reading is interactive and involves the purpose of the reading situation, the reader's prior knowledge and experiences and the text itself. Effective reading depends on the skillful integration and application of semantic cues (meaning), syntactic cues (structure) and graphophonic cues (sound/symbol relationships) in the reading process.

Readers need a solid understanding of the systemic relationship between letters and sounds, as research shows that phonemic awareness is closely related to later reading success. Learning to read requires that the teacher plans and instructs carefully. Daily reading practice within authentic contexts must occur.

Comprehension is a constant and recurring process of accommodation and adjustment and effective reading requires comprehension. It is essential that learners see themselves as

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capable readers and writers, having acquired a complex set of attitudes, expectations, behaviours and skills related to language.

At Codrington, we are using the *Daily Five/Café Programs* to bring forward a well-balanced reading intervention based on solid research.

Writing: Written Communication

In order to be understood, learners work towards correct use of writing conventions such as grammar, punctuation, spelling, sentence structure and paragraphing. Reading and writing are necessary in order to function successfully in most societies. Writing provides an important means for learners to make sense of the world. Opportunities for reading and writing enable learners to appreciate the beauty and diversity of languages and cultures.

At Codrington, we are using the **Six Trait Plus Writing Program** to bring forward a broad set of skills based on the seven key characteristics of writing which include: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentations.

Visual Communication

Viewing and presenting are fundamental processes which are historically and universally powerful and significant. Acquiring skills related to advanced technology and media is necessary because of this persuasive influence in society. Therefore, it is important to learn how media images construct reality by influencing and producing understandings. Visual images immediately engage viewers, allowing them instant access to data. Therefore, opportunities must be provided to explore the function and construction of images in order critically to analyze a wide variety of media. Learning to understand and use media expands the sources of information and expressive abilities.

Core Words and Priority Words

Core Words are the words on which the programme is based. They are in order of the frequency of use in writing. As a school we divide these core words into PYP year levels in order to begin the program. To begin, we simply start at the word of number which we identify for each year group, as the reviews constantly recycle earlier core words. Students and teachers can add to the core words from their reading and unit vocabulary words. Priority Words may be different from the core words and are below the current instructional level of the students at each year group. This should allow students to be successful early on. These are "no excuse words" and these should not be spelt incorrectly. At the start of the programme, priority words are determined from student everyday writing samples. We examine a few lines or a paragraph of each writing sample and determine which words should become priority words from PYP3 onwards. As an example PYP5 may choose to use the first thirty words while PYP6 use the first forty words as priority words at the beginning of the year. The priority words are increased regularly and in small increments. They are also referenced either as lists compiled by the students or on display in the classroom. This allows the students to use the references when spelling and proofreading. For advanced spellers priority words that are no longer

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necessary for they are eliminated. Thus, "Students practice spelling every time they write." (Sitton 1998. Our goal is that, "Spelling is not covering words but teaching to spell in everyday writing" (Sitton 1998).

Mathematics Curriculum

The curriculum benchmarks are intended to provide learning experiences and outcomes at each age level that are focused, coherent, significant, engaging, relevant and challenging for our students. These learning expectations are arranged into five strands of knowledge. These strands are: Pattern and Function/Algebra, Number, Shape and Space, Data Handling and Measurement.

In number, pattern and function, students inquire into our number system, its operations, patterns and functions. Students become fluent users of the language of arithmetic, as they learn to encode and decode its meaning, symbols and conventions. These two strands are often taught as stand-alone mathematical topics. The remaining strands of shape and space, data handling and measurement are the areas of Mathematics that other disciplines use to research, describe, represent and understand aspects of their domain. Mathematics provides the models, systems and processes for handling data, making and comparing measurements and solving spatial problems. As a discipline it has no interest in, or ability to determine, the content of charts, graphs, tables, shapes or measurements; the content may come from the unit or area under study.

Research-based examples exist to demonstrate the validity of the view that all children can learn mathematics when they have access to quality mathematics programmes. Our Mathematics curriculum document is not a fixed body of knowledge to be transmitted but a way of thinking and a language for encoding and decoding meaning. To study Mathematics is to inquire into this language and to learn to think in this way. According to the Mathematical and Sciences Education Board in the United States (1998), learning does not mean simply receiving and remembering a transmitted message: instead, educational research offers compelling evidence that students learn mathematics well only when they construct their own Mathematical understanding (NCTM 1998). By engaging in this inquiry, not only do students gain a deeper understanding of the Mathematical issue(s) involved, but the teacher also gains a deeper understanding and provides a model for her/his students of the teacher as also a learner.

Cognitive psychologists have described the stages through which children learn mathematics. It is useful to identify these stages when designing developmentally appropriate learning experiences. These stages are as follows:

Understanding: Teachers plan activities through which students construct meaning from direct experience by using manipulatives and conversation.

Transferring: Teachers associate the notation system with concrete objects and associated concepts. The teacher provides the symbols for the students. Students begin to see how to encode their understandings.

Symbolizing: Teachers plan authentic activities in which students independently use the symbolic notation to process and record their thinking.

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As students work through these stages, certain processes of Mathematical reasoning are used. They use patterns and relationships to analyze problem situations on which they are working. In addition, they make and evaluate their own and each other's conjectures. Furthermore, they use models, facts, properties and relationships to explain their thinking. Finally, they justify their answers and the processes by which they arrive at solutions. In this way students validate the meaning they construct from their experiences with mathematical situations. By examining their conjectures, theories and results, both orally and in writing, they provide themselves with feedback and also lay out for the class alternative models of thinking. Consequently, all benefit from the interactive process.

The Five Strands of the Mathematics Curriculum
The five strands of this curriculum document have been introduced earlier within this preface to the curriculum. Within the benchmark documents specific expectations for each age range and each strand have been identified and are found at the beginning of each age range section. However, it is important to define thoroughly what we mean by each strand. The following is a definition of each strand, as it is perceived with the Codrington School curriculum.

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

Number: Our number system is a language for describing quantities and relationships between quantities. The value attributed to a digit depends on its place within a base system. The operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculating depends on how the result will be used. The availability of computers and calculators has provided us with an unprecedented opportunity to explore relationships and rules in the number system. Students have the opportunity to use technology to find patterns, explore relationships and develop algorithms that are meaningful to them. The educational experiences of students must include the use of technology which is age and developmentally appropriate.

Shape and Space: The regions, paths and boundaries of natural space can be described by shape. Students need to understand the interrelationships of shapes and the effects of changes to shape in order to understand, appreciate, interpret and modify our two-dimensional and three-dimensional world.

Data Handling/Statistics: Data can be recorded, organized, displayed and made sense of in a variety of ways to highlight similarities, differences and trends. It is important to remember that the chosen format should illustrate the information without bias. This strand also includes probability, which includes the following capabilities: There are ways to find out if some outcomes are more likely than others. Probability can be expressed qualitatively by using such terms as "unlikely", "certain" or "impossible". It can be expressed quantitatively on a numerical scale. The availability of computers and calculators has provided us with an unprecedented

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opportunity to process data and explore probability in more thoughtful, efficient and imaginative ways.

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

Science Curriculum

In line with our educational philosophy and the review of the current literature and research, our science curriculum seeks to develop understanding, scientific skills, knowledge and attitudes. Therefore, scientific process skills are as equally important as the content of the curriculum at primary school level.

[A] Scientific Process Skills

As well as developing the content of the science curriculum and developing the product, our inquiry-based approach focuses equally on the process of learning. The following scientific process skills have been identified as important skills that our students need to develop throughout the science programme:

Questioning: designing and raising questions which lead to an investigation.

Predicting: making "educated guesses" based on previous experiences and suggesting answers to questions.

Hypothesizing: attempting to explain observations or relations, or making predictions in terms of principle or concept.

Observing: being able to use the senses to gather relevant information.

Recording: being able to present observations in a meaningful way.

Classifying: the ability to identify similarities and differences and group according to properties.

Measuring: being able to use comparisons, rank objects by size, estimate and use measuring instruments.

Manipulating: acquiring skills in handling and preparing equipment and tools, developing organized, safe and careful methods of working and handling living things. This also has extra significance when working with equipment in science laboratories.

Experimenting: planning and carrying out investigations fairly and safely, and having the ability to judge errors.

Data Handling: the ability to choose an appropriate strategy to represent and analyze the data created from an experiment (in the form of graphs, charts and formula etc.)

Interpreting and Evaluating: the ability to organize various pieces of information and observations together to use this data to evaluate and deduce something from it.

Inferring: forming reasoned conclusions from information and experiences.

[B] Scientific Content

The content of the PYP1/2- to PYP8 science curriculum has been formatted in such a way that it becomes an easy to follow inquiry-based approach through practical "hands-on" lessons. Different teaching methods are employed including team teaching and rotational strategies to deliver the curriculum.

Materials are by no means limited to one set textbook. We believe that, owing to the investigative and practical nature of the content, teachers should use a variety of resources to facilitate this programme. The content of the science curriculum has been divided into three major areas; life science, earth science, physical science.. The criteria for the selection of content are that; it provides opportunity for the development and understanding of basic concepts, the children will experience interesting and intriguing practical activities, the content will help the student to understand the world and the universe that surrounds us by investigation and interaction with others, and it provides opportunities for the development of science process skills.

*__The A-Z Science Resource Program__ has been secured to support the experiments, the science activities, the differentiated non-fiction reading and current news related to these major areas of study.

Social Studies

Social studies are: "The study of people in relation to their past, their environment and their society." (ISCP 1993) Its subject matter is the concepts, skills and knowledge of what are traditionally known as history, geography and the social sciences. The development of appropriate attitudes and actions is also part of Social studies, creating units of inquiry that are interdisciplinary and transcend traditional subject boundaries. Each unit has a primary focus into one of the disciplines of Social studies but inquiry is not restricted only to that discipline. Students experience what it is like to think and act like a historian, geographer and social scientist. When primary school students engage in Social studies they do not think in terms of subject or academic disciplines, but rather of finding out about people. The strands across which social studies range are as follows:

__History__: The study of what we think is important about the human past. Through it we develop an understanding of the past, its influences on the present and its implications for the future.

__Geography:__ The study of relationships between people and their environment, both natural and manmade. Through it we develop a sense of place, and an understanding of the interactions between patterns of human activity and the earth's surface and resources.

__Society:__ The study of people and their relationships in society. Through it we develop an understanding of the ways in which individuals, groups and societies interact with each other and how their values shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

Aims of the social studies curriculum

The aims of our Social studies curriculum are as follows: reflect an international dimension and a global perspective, develop the student's awareness of the world as a set of systems which

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undergo constant change, provide opportunities for the student's awareness of the world as a set of systems which undergo constant change, provide opportunities for the student to investigate cultural heritages and understand the importance of geographical and historical influences upon social system, and provide opportunities for the student to investigate, appreciate the local environment, develop moral principles and moral reasoning, and foster an understanding of the ideas and beliefs of others.

The curriculum should: - Reflect an international dimension and a global perspective - Develop the student's awareness of the world as a set of systems which undergo constant change - Provide opportunities for the student to investigate cultural heritages and understand the importance of geographical and historical influences upon social systems - Provide opportunities for the student to investigate and appreciate the local environment - Develop moral principles and moral reasoning - Foster an understanding of the ideas and beliefs of others- Include the study of how social systems are shaped by the values of interacting groups, the individual, the family and the community - Foster an understanding of the rights and responsibilities of individuals in communities - Develop the ability to communicate with others - Prepare the individual to participate in solving local and global problems - Emphasize that the process of acquiring knowledge and the development of concepts and skills are of fundamental importance - Foster an awareness of the consequences and implications of discrimination and inequality. - Compare different cultures and environments - Examine the similarities of human and cultural needs.

The Performing Arts

The expectations outlined within the Performing Arts curriculum cover the different art forms of dance, drama and music through four phases of development. The strands of creating and responding define the critical artistic processes across these different art forms. The expectations not only cover what we deem to be essential within the arts but also allow students to respond and reflect upon the creations of others and to discuss what they have encountered. Students are encouraged to consider these performing arts forms as a means of communication and as an expressive language. They are exposed to variety of music.dance, and drama styles from different genres, time periods and cultures. This allows the students to develop an appreciation of the diversity of the performing arts and also to gain an insight into the variety of emotional and intellectual perspectives expressed within them. Students have the opportunity to work in a range of related stimuli and to use a variety of materials and instruments in order to express their ideas, observations and feelings. They are given further opportunities to experience personal satisfaction and self- confidence through engaging activity. These art forms also develop social skills and an awareness of others through experiencing the arts together. As well as being a subjects worthy of study in their own right, we look for ways to integrate the arts meaningfully into other areas of the curriculum and the programme of inquiry. This reinforces the value of the performing arts as a transdisciplinary means of learning.

Physical Education

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Physical Education is centrally focused on the body, i.e. its dexterity, physical capacities, its health and fitness, as well as an understanding and appreciation of its capacity for the achievement of excellence and for aesthetic display. Physical education is essential to any educational curriculum as it is concerned with a way of learning through action (performing), sensation (feeling) and observation (seeing). At The Codrington School the following outcomes apply to the whole school physical education curriculum.

The students will:

Within Personal Education, students will inquire into issues of self-concept, health, safety and how they organize themselves for learning. In Social Education, students will inquire into ways effectively to interact with others, cultural values and environmental issues and concerns. These elements permeate the school and are presented through units of inquiry, subject disciplines and daily classroom routines. This is mirrored in the many links to all aspects of school life mentioned throughout the curriculum. Learning outcomes for personal and social education may be obtained from the curriculum coordinator.

An overview of assessment

Assessment at Codrington is defined as the process of collecting, analyzing and reporting data. It is the gathering and analysis of information about student performance and programme effectiveness that we can differentiate, motivate, and challenge students.

Assessment is integral and crucial to the curriculum development and to all teaching and learning. It is the means by which we analyze student learning and the general effectiveness of our teaching. Assessment acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process.

Utilizing a range of assessment strategies

As we place importance on assessing a wide range of learning outcomes and expectations, it is obvious that we need a variety of assessment strategies, which is consistent with current thinking on assessment. Assessments should be both formative and summative and viewed as authentic, essential, rich, engaging and feasible, allowing the student to become part of the evaluative process. Formative assessment is interwoven within the daily learning and helps teachers and students find out what they already know in order to plan the next steps of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Summative assessment takes place at the end of the teaching and learning process and gives students the opportunity to demonstrate what has been learned.

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When both teachers and students are actively engaged in assessing student progress it helps develop their wider critical thinking, self-evaluation skills and internal motivation. It also provides teachers with evidence on which to evaluate the efficacy of the school curriculum.

Authentic assessment can be defined as "a valid assessment system that provides information about the particular tasks on which students succeed or need reinforcement, but more important, it also presents tasks that are worthwhile, significant and meaningful" (Archibald and Newmann 1992). Authentic assessments include a variety of procedures from observations, journals, oral explanations, rubrics and portfolios.

According to Wiggins (1989) first class assessment is a daily and local affair. There are three steps to assessment tasks: (a) define outcomes (knowledge, skills, attitudes); (b) design the task (what will I hear and see the student doing that will convince me that they know/ can perform with knowledge); (c) set up criteria for success and present to students prior to task.

Therefore, effective assessment practices:
● Are planned for and built into the programme.
● Have criteria that are known and understood in advance.
● Allow students to demonstrate their range of understanding, knowledge and skills.
● Can be made for the individual or group.
● Focus on the big ideas and transdisciplinary skills.
● Are based on real life experiences and lead to other questions.
● Allow students to express different points of view and interpretations.
● Are continuous and cumulative.
● Are able to promote self and peer evaluation.
● Are able to produce evidence that can be reported and understood by students, parents, teachers and administrators.

Purposes of assessment
The main purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the efficacy of the programme. The following section outlines why we assess work at the Codrington School.

1. *Student learning is promoted through:*
● Assessing the student's prior knowledge and experience brought to the topic or task.
● Planning the teaching and learning in order to meet individual or group needs.
● Building a profile of student understanding by providing evidence concerning the strengths and weaknesses of the individual student.
● Engaging students in reflection on their learning, the assessment of their work and the work of others.

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- Providing positive motivation and reinforcement for students who strive to reach their personal best.
- Providing future targets and realistic goals as well as amending teaching methods.

2. Information about student learning is provided by:

- Examples of student work or performance.
- Self evaluation
- Portfolio/E-Portfolio
- Statistics based on explicit criteria (rubrics and checklists).
- Assessment data.
- Formative and summative assessments which show us the process as well as the product. (Formative assessments contribute to the planning of further work for and by pupils. Summative assessments sum up attainment at a particular point and add to individual pupil records/portfolios).

3. Programme evaluation uses a variety of student assessments to:

- Assess student performance in relation to the general and specific learning outcomes of the programme.
- Assess group performance in relation to other classes or groups both internally and externally.
- Inform others, including students, colleagues and parents.
- Assist us in comparing ourselves locally and internationally.
- Provide evidence of teaching effectiveness and methodology in meeting the needs of the individual student.
- Promote higher standards for the pupils and improve performance.
- Support continuity and progression throughout the school.

Assessment Tools

We employ a variety of tools to form the basis of a comprehensive approach to assessment and represent the school's commitment to provide a balanced view of each of its students. These assessment tools include:

Observations - All students are observed often and regularly, with the teacher taking a focus from a wide angle, for example, from focusing on the whole class to focusing on one student or activity, or, focusing observations as a non-participant to observing from within as a participant.

Rubrics – Rubrics are established sets of criteria used for scoring or rating student tests, portfolios or performances. The descriptors tell the student and the assessor (who may be another student or a parent, as well as the teacher) what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics are presented at the

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beginning of the task to be assessed so that students know "what the expectations looks like" and what is expected from the start. Students as well as teachers may develop rubrics. Research suggests that rubrics should use an even numbered scale rating. The rubrics currently in use at The Codrington School use a four-scale rating, where four is the highest rating. Rubrics can be created for an individual or for a whole class, depending on the needs of the students within that class.

Students benefit from rubrics in the following ways. Rubrics provide students with:
- Clear performance targets
- Descriptions of elements of quality
- Knowledge of how their work will be evaluated
- A criteria for evaluating and improving work
- Teachers benefit from rubrics, as they provide:
- Specific criteria for evaluating student performance and product
- A "tool" for increasing consistency
- Clear targets for instruction

Benchmarks/exemplars – These are samples of student work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars are used in conjunction with rubrics and continuums.

Checklists – These are lists of information, data, attributes or elements that should be present. A marking scheme is a type of checklist.

Anecdotal Records – Anecdotal records are brief written notes based on student observations. These records are systematically compiled and organized to increase their objectivity and validity.

Continuums – These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.
Portfolios – These are collections of student work that are designed to demonstrate successes, growth, higher order thinking skills, creativity, reflection and areas in need of review.
Other tools currently in use at Codrington include:
- Written tests
- Oral reports
- Reflective journal writing
- Graphic organizers
- Peer and self-assessment
- Visual representation (photos/videos)
- Parent/teacher contact

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Parent/teacher consultations - These scheduled formal meetings are held twice a year and mirror the school report schedule. The first meeting, held in term one, provides information on how the student is settling into a new year group and classroom routines. Further information on the programme outline for the year and current classroom developments are also discussed at this meeting. Action plans to deal with extension work for the more able child and areas in need of significant review are addressed at this time and implemented in due course. The second meeting is held in term two and is between the parent, the teacher and the student. This is a detailed session, focusing on the progress made to date, highlighting areas of strength and areas in need of review.

Reports - Written reports on each student are sent to parents at the end of the first term and then at the end of the academic year. An oral report provides information on how the student is settling, areas of strength and areas in need of attention that have been discovered by the October. The reports sent home in December and June are more structured and detailed. These help each. parent, understand their child's progress in each subject area and where he/she is in relation to his/her perceived potential. Additionally, a benchmark report goes home the end of March, which documents the skills attainment in literacy and maths, while it also reflects on the learning profile. As mentioned previously, portfolios will be used to document each child's work throughout the year.

Parent requests for meetings - Parents are invited to request a meeting with their child's teacher to provide further clarification on an issue or if they have concerns about their child's progress. The request may be made with the individual teacher either directly through email or a phone call. Please make sure you give an indication of the subject to be addressed and times for possible meetings or when the teacher concerned may contact you. Please remember, teachers have commitments during lunchtimes and after school and therefore may not be able to meet immediately. However, requests for such meetings are always honoured within one working week of the request being made.

Homework Policy

We believe that homework is an important part of the school day. We hope that homework time for primary school students, or their parents, should not a stressful time, but rather a time when students can: - Review and practice what they have learned - Investigate questions more fully than the time allows in the classroom - Gather additional material or develop work related to a project or report - Demonstrate independent learning and responsibility. Additionally, homework may be assigned if a student fails to complete class assignments in an appropriate time scale. Parents/guardians/caregivers can assist students by creating a home environment that is conducive to getting homework done. Parents can also help children with their homework by: - Setting a regular time for homework - Choosing a quiet place away from distractions - Monitoring assignments - Providing guidance` - Initiating discussions and reflections of their learning

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At the beginning of the school year, each student is issued with a homework diary. This diary provides a record of the work a student will undertake at home. The diary provides a place for parents/guardians/caregivers, students and the teacher to communicate openly between home and school. Homework is given daily from PYP3 year. In PYP5 through PYP8, homework may have due dates which extend beyond a week. The Codrington School has taken the initiative to make homework tasks available online or through email. Therefore the children and/or parents can access this through the internet at home. This assists students in developing time management skills by balancing homework requirements with other after school activities. These long term tasks may include some weekend work depending on the student and class. Currently, students have access to the **MyMaths** online program. Teachers can set maths homework for the students in areas that need more practice. It is also available for student and parent directed review.

(All times listed are approximate) Your child, prior to leaving the classroom, should understand homework assignments. If you feel this is not happening on a regular basis, please communicate these difficulties to the classroom teacher. In addition to homework, we encourage parents to read to and with their children as much as possible. Reading should form a natural part of the daily routine and the emphasis should be on the shared enjoyment of reading. Such an approach improves fluency, vocabulary and confidence. Your child's teacher can provide you with suggestions for reading and reading material. Currently our school has purchased the **RAZ Kids** online program so that the children have access to bountiful fiction and nonfiction books. Homework may be set by the teacher in the RAZ Kids Program. If not, it is always available to the families for nonfiction and fiction resources. Our aim is to develop a love of reading in all students and parent modeling and involvement is imperative to achieving this goal.

Educational Field Trips All classes throughout the primary school take regular educational trips during the school year to support the units of inquiry. These trips range in duration from half a day to possible overnight adventures. The length of the trip depends on what is being studied and the age of the students concerned. These trips are an integral part of the primary school curriculum and usually occur towards the beginning of a unit of inquiry. It is important that all students participate in them to enhance the educational experiences provided at school. First Aid kits will be present during all field trips. Parents, guardians and caregivers are notified of any trips at least a week in advance. This communication provides information on the purpose of the trip, the time and day of the trip, travel arrangements and the cost of the planned trip. Costs for these field trips vary depending upon the activities. At the beginning of the school year, the school gathers information concerning parental permission for such trips. It is imperative that these forms be completed and returned to school as soon as possible. From this we take consent for the trips throughout the year.

School Communication The primary school communicates with parents/guardians/caregivers in a variety of ways. These include:

- The student homework diary.
- Letters from the teacher and/or the school's administration.

- The weekly TCS Focus which is sent directly by email and which can be read online at www.codrington.edu.bb.
- A hard copy is posted weekly on the administration notice board.
- Weekly year group level newsletters as well as unit letters informing parents of current events within the classrooms.
- Primary School Wikispaces/Google Docs for homework, unit of inquiry information and the sharing of student's success.

Parents are welcome to contact the school at any time either in person, by telephone, by letter or by email. Additionally, our three annual student term reports and unit summatives further inform parents of the ongoing goals and student progress and successes. We are striving to create a strong home-school partnership with clear channels of communication and we value your commendations and suggestions concerning improvements we could make to our programme. The courtesy would be to contact the person who is closest to your concern or issue'.

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