



TEMA INTERNATIONAL SCHOOL



Primary School
Handbook

Content

Mission & Vision Statements	3
Introduction to PYP	4
IB Learner Profile	5
PYP Curriculum Framework	6
Elements of IB PYP	7
Knowledge	7
Concepts	8
ATL Skills	8
Attitudes	8
Action	9
Inquiry-Based Learning	10
Subject Areas	11
Language	11
Mathematics	12
Social Studies	14
Science	15
UOI: Social Studies & Science	15
The Arts	15
PSPE	16
ICT	17
Transdisciplinary Student Experience	18
Assessment	19
Reporting	20
The Exhibition	21
The PYP Classroom	22
Early Years Programme	23
Field Trips	24
Homework	25
Student Services	26
General Information	27

Mission Statements

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people, who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners, who understand that other people, with their differences, can also be right.'

(PYP: From Principles into Practice 2019, www.ibo.org)

TIS Mission Statement

Tema International School seeks to:

- Provide an excellent and diverse education for all, irrespective of nationality, ethnicity, creed, or gender.
- Draw on the cultural diversity of the school community as a foundation for building universal human values.
- Develop the spirit of inquiry in all our students as a fundamental tool for encouraging critical thinking and stimulating intellectual development.
- Create a safe and supportive environment which promotes self-discipline, honesty, integrity and excellence in learning.

We believe that the young adults who graduate from TIS possess the knowledge and relevant skills to unlock opportunities and contribute meaningfully to their communities.

TIS Vision

To be an international school of choice, nurturing world class citizens, responsive to the needs of the society.



Introduction to PYP

Tema International School follows the philosophy and practice of the International Baccalaureate Primary Years Programme (PYP). We are currently an authorized IB PYP World School implementing the programme and we are in direct consultation with the International Baccalaureate to ensure that all requirements are in place.

As an authorized IB PYP school, having a PYP Coordinator with the qualifications of an IB Consultant, we provide high quality education for all children from diverse cultures and language backgrounds, offering learning with a focus on both local and global issues. The IB PYP is both a developmentally and age appropriate curriculum that draws on best practices internationally to deliver stimulating, inquiry-based learning. The programme focuses on the development of the whole child: academic, social, physical, emotional and cultural. The aim is to support children in their journey towards successful learners in the context of the 21st century. We aspire to develop into adulthood, individuals who are able to work successfully in a rapidly changing world, having the determination, flexibility and character to succeed in their lives and in situations yet unknown.

The premise of PYP is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. PYP students will work towards demonstrating the attributes of the IB Learner Profile.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. This poster highlights the Attitudes in the PYP that have been subsumed within the descriptors of the learner profile, described here: <http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>



PYP Curriculum Framework

The IB PYP written curriculum framework incorporates five elements:

Knowledge, which is both disciplinary (represented by traditional subject areas like language, maths, science, social studies, arts, PSPE) and transdisciplinary. Concepts, which students explore through structured inquiry, in order to develop coherent, in-depth understanding. These concepts have relevance both within and beyond subject areas.

Skills, which are the broad capabilities students develop and apply during learning and in life beyond the classroom.

Attitudes, which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the attributes of the IB learner profile. (With the recent reviews within the IBPYP, the attitudes have been fully subsumed within the attributes of the IB Learner Profile)

Action, which is an expectation in the PYP that, successful inquiry must lead to responsible, thoughtful and appropriate action.





Elements of IB PYP

Knowledge

What Do We Want Students to Know?

Significant, challenging, engaging and relevant content is what we wish students to explore, taking into consideration prior experiences and understanding. Knowledge in the PYP is developed through four Units of Inquiry (UOI) for students aged three to five year olds (ie. Early Years), and six UOIs for students aged six to twelve (ie. Lower and Upper Primary).

These Units of Inquiry are aligned to transdisciplinary themes which are used to integrate subject knowledge across the main curriculum areas of: Language, Mathematics, Social Studies, Science, Arts, and PSPE (Personal, Physical and Social Education).

Units of Inquiry:

- Are significant for all students.
- Give students opportunities to explore challenging, relevant and engaging knowledge.
- Encourage knowledge to be looked at in a transdisciplinary way.
- Can be revisited throughout the student's years of schooling.

Knowledge

- Who we are
- How we express ourselves How the world works
- How we organize ourselves Sharing the planet
- Where we are in place and time

Transdisciplinary Themes/ Units of Inquiry

Who We Are

- An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.

How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Sharing The Planet

An inquiry into our rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Concepts

What Do We Want Students to Know?

We want them to understand that powerful ideas that have relevance within and beyond subject areas. Concept driven learning promotes deep understanding. We look at developing conceptual understandings through the various learning opportunities we give the learners.

Concepts

What Do We Want Students to Know?

We want them to understand that powerful ideas that have relevance within and beyond subject areas. Concept driven learning promotes deep understanding. We look at developing conceptual understandings through the various learning opportunities we give the learners.

Concepts

- Who we are
- How we express ourselves How the world works
- How we organize ourselves Sharing the planet
- Where we are in place and time

Seven fundamental concepts, expressed as key questions, propel the process of inquiry. They are broad in scope and drive transdisciplinary units of inquiry and all classroom engagements.

The Specified Concepts are:

Form: What is it like? The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Causation: Why is it as it is? The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.

Change: How is it transforming? The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Connection: How is it linked to the other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affects others.

Perspective: What are the points of view? The understanding that knowledge is moderated by the different points of view, which lead to different interpretations, understandings and findings; perspectives may be individual, group or cultural-specific.

Function: How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated. **Responsibility:** What are our obligations? The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.

Responsibility: What are our obligations? The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.

ATL Skills

Skills: Approaches to Learning (ATL)

What Do We Want Students to be Able to Do?

The ATL skills are those things that students need to be able to do to succeed in a changing challenging world. Students need to master a range of skills to prepare themselves for their future education and for life in general. Skills are taught through structured learning experiences in the Units of Inquiry. At TIS Primary School, we explicitly find ways of teaching ways of developing these skills. We are currently developing a scope and sequence structure to guide the development of these skills across grade levels.

ATL Skills

- Thinking
- Social
- Self-Management
- Communication
- Research

Thinking Skills:

- Critical thinking.
- Creative thinking.
- Innovation transfer.

Communication Skills:

- Listening and speaking.
- Reading and writing.
- Viewing and presenting.
- Non-verbal communication.

Social Skills:

- Accepting responsibility.
- Collaboration.
- Respecting others.
- Conflict resolution.

Research Skills:

- Information literacy.
- Media literacy.

Self-Management Skills:

- Affective skills.
- Organisation skills.
- Reflection.

Attitudes

What do we want students to feel?

Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people. It is important that they recognise the importance of Attitudes as an integral part of the curriculum, alongside Concepts, Knowledge, Skills and Action.

There are many opportunities throughout the curriculum to develop and stimulate positive attitudes. The PYP promotes a set of attitudes that have been well developed and subsumed within the attributes of the IB Learner Profile.

Attitudes

- Appreciation
- Confidence
- Creativity
- Empathy
- Independence
- Respect
- Commitment
- Cooperation
- Curiosity
- Enthusiasm
- Integrity
- Tolerance

What do we want students to feel?

- **Appreciation:** Appreciating the wonder and beauty of the world and its people.
- **Commitment:** Being committed to their own learning, persevering and showing self-discipline and responsibility.
- **Confidence:** Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
- **Cooperation:** Cooperating, collaborating, and leading or following as the situation demands.
- **Creativity:** Being creative and imaginative in their thinking, and in their approach to problems and dilemmas.
- **Curiosity:** Being curious about the nature of learning, about the world, its people and cultures.
- **Empathy:** Imagining themselves in another's situation, in order to understand their reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
- **Enthusiasm:** Enjoying learning and willingly putting effort into the process.
- **Independence:** Thinking and acting independently, making their own judgments based on reasoned arguments, and being able to defend their judgments.
- **Integrity:** Being honest and demonstrating a firm sense of fairness.
- **Respect:** Respecting themselves, others and the world around them.
- **Tolerance:** Being sensitive about differences and diversity in the world, and being responsive to the needs of others.

Action

How do we want students to act?

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes, but also thoughtful and appropriate action.

An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. The units of inquiry are developed and geared towards developing authentic action. Students are encouraged to reflect, to choose wisely and to act responsibly with their peers, school staff and in the wider community, based on their learning experience/ co-construction of meaning out of learning.



Inquiry-Based Learning

How Do We Want Students to Learn?

The most predominant teaching approach TIS Primary uses is 'Inquiry.' This is because children learn best through their own curiosity, where they are taught ways to ask questions, and then use their research skills to find their own answers to these questions. This provides the development of vital skills in becoming a lifelong learner.

Inquiry-based units of study, known as Units of Inquiry, are the focus for learning in homerooms, and other curricular areas. Within each Unit of Inquiry, students and teachers identify together what they want to know, what they already know, what they need to know and how best they might find that out. Our focus is to develop Learner Agency, which will result into learners owning their learning.

In the inquiry-based classroom, there is an increased emphasis on real life situations, decision-making, problem solving, research and action. Students are actively engaged and involved in their own learning.



How Do We Want Students To Learn?

Inquiry can take many forms: (PYP: Principles into Practice, 2019)

- Exploring, wondering, questioning.
- Experimenting and playing with possibilities.
- Making connections between previous and current knowledge.
- Making predictions and acting purposefully to see what happens.
- Collecting data and reporting findings.
- Clarifying existing ideas and reappraising perceptions of events.
- Deepening understanding through the application of concepts.
- Making and testing theories.
- Researching and seeking information.
- Taking and defending a position.
- Solving problems in a variety of ways.

During each school year, students from Grade 1 to Grade 6 experience six different units of inquiry spending approximately six weeks on each unit. Our youngest students in Early Years classes (Nursery to K3) experience four units of inquiry over the same period. Students inquire into and learn about globally significant issues in the context of the units of inquiry, where each unit addresses a central idea relevant to a particular transdisciplinary theme.

Lines of inquiry are identified in order to explore the scope of the central idea for each unit. The lines of inquiry attempt to define a specified concept. Key and related concepts identify the critical knowledge and concepts that will be focused on in the inquiry.

The PYP is a transdisciplinary curriculum which draws individual disciplines together into a coherent whole, making meaningful connections while preserving the core of each subject. Traditional academic subjects are part of the PYP programme, but we emphasize the interrelatedness of knowledge and skills through a transdisciplinary programme of inquiry. Effective learning takes place when learners are able to make these essential connections.

Subject Areas

Subject Areas

There are six subject areas that comprise the knowledge element of the PYP:

- Languages
- Social Studies
- Mathematics
- Science
- Arts
- Personal, Social and Physical Education.

Language

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

The PYP has identified four strands under language: Oral Language - Listening and speaking, Visual Language – Viewing and Presenting, Written Language – Reading, and Written Language - Writing (Language Scope and Sequence 2018). Each of these is an integral component of language learning and is studied throughout the curriculum.

Oral Language-Listening and speaking

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, learning and relating to others. In an inquiry-based learning environment, oral language exposes the thinking of the learner. It is a means by which “inner speech” can be communicated and shared to negotiate and construct meaning, as well as develop deeper levels of understanding.

Visual Language – Viewing and Presenting

Visual Language allows students to understand the ways in which images and language interact to convey ideas, values and beliefs. It is important to learn how visual images influence meaning and produce powerful associations that shape the way we think and feel.

Opportunities that invite students to explore the function and construction of images facilitate the process of critically analysing a range of visual text. Learning to understand and use different visual text expands students’



sources of information and their expressive abilities.

Written Language-Reading and Writing

Reading is a developmental process that involves constructing meaning from text. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own ‘voice’, writing is a genuine expression of the individual.

Writing involves developing a variety of structures, strategies and literary techniques, and applying them with increasing skill and effectiveness.

Languages

- English
- Sign Language
- French
- Mandarin

- Mother Tongue
 - * Ewe
 - * Twi
 - * Ga

Language

Multilingualism is a requirement of the IB curriculum. As such, beside the language of instruction, IB PYP students are expected to learn an additional language.

TIS Primary students study three languages:

English

The teaching and assessment of English Language at the TIS Primary School Campus develops students' abilities in reading, writing and oral communication skills. It focuses on a range of texts and introduces students to a range of genres and writing styles. Grammar, spelling and punctuation skills are taught within the contexts of these texts. A range of resources are used to support students' learning. We strive to ensure that English is fully delivered in the context of the units of inquiry. English language is the main medium for instruction and inquiry.

Additional Language: Sign Language

Sign Language is offered to students in all grades at the Primary School. This has been particularly an interesting area as we partner with a school for the deaf as part of our corporate responsibility. We found this language necessary so that whenever we interact with the students in the school we are able to use the language they understand.

Students love it as they find it interesting to learn.

French Language Programme

French is offered to students in all grades at the Primary School, starting as an enrichment activity for Early Years students, complementing their Units of Inquiry. Recognized as an international language, French opens doors to diverse cultures and global communication. From Grades 1 to 6, we have integrated French into our curriculum as a fully rolled-out expectation, following the Language Scopes and Sequence. This ensures that students develop proficiency through the four language strands, fostering a comprehensive understanding of the language.

Mandarin Language Programme

Mandarin is available to students in all grades at the Primary School, beginning as an enrichment for Early Years students alongside their Units of Inquiry. As an international language, Mandarin provides valuable insights into the rich Chinese culture and enhances global communication skills. For Grades 1 to 6, Mandarin is an integral part of our curriculum, fully aligned with the

Language Scopes and Sequence. This approach facilitates the learning of Mandarin through the four language strands, ensuring students gain a well-rounded linguistic proficiency.

The language programme allows for transdisciplinary learning across all grade levels in all Units of Inquiry. We have fully rolled out expectations as from the Language Scopes and Sequence to facilitate the learning of this language.

Mother Tongue Programme

We educate children from a wide range of cultural and linguistic backgrounds. The aims of the Mother Tongue Programme are to:

- help children to maintain their mother tongue fluency.
- develop students' basic literacy skills in their mother tongue.
- support students' home culture.

IB upholds multilingualism as it believes that students' mother tongue is a fundamental aspect of culture, identity and expression. All languages and cultures must be valued and supported since they afford learners the freedom to flourish and succeed as internationally-minded global citizens.

In TIS' efforts to achieve these aims, Mother Tongue classes take place weekly. Availability of classes in a particular language depends on the school language profile and a clear articulation of the students language portraits. We cater to the needs of learners by providing access to specific languages.

Mathematics

- Constructing meaning
- Transferring meaning
- Applying understanding

Mathematics

In the PYP, mathematics is viewed primarily as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. (Mathematics Scope and Sequence 2018)

How children learn Mathematics can be described using the following stages.

Constructing meaning – Students construct meaning based on their previous experiences and understanding, and by reflecting on their interactions with objects and ideas.

Transferring meaning into symbols – In this stage, students attempt to transfer this understanding into symbols. Symbolic notation can take the form of pictures, diagrams, modelling with concrete objects and mathematical notation.

Applying with understanding – where students independently select and use appropriate symbolic notation to process and record their thinking.

The TIS Primary School Campus values the need for hands-on experience, combined with relevant problem-solving tasks to build a strong fundamental understanding of mathematics.

These values are reinforced by providing an ideal balance between teacher-directed learning and student-centered inquiry. We are in the process of developing authentic, unit-based Mathematics Scope and Sequence documents, which will capture and relate to the ongoing inquiries, providing for real life connections.

Wherever possible, mathematics is taught through the relevant, realistic context of the units of inquiry. The direct teaching of mathematics in a unit of inquiry may not always be feasible but, where appropriate, introductory or follow-up activities are used to help students make connections between the different aspects of the curriculum.



Mathematics

- Data handling
- Shape & space
- Numbers
- Measurement
- Patterns & function

Mathematics

Mathematical strands comprise of:

Data Handling

Allows us to make a summary of what we know about the world and to make inferences about what we do not know.

Measurement

To measure is to attach a number to a quantity, using a chosen unit.

Shape and Space

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

Patterns and Function

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

Numbers

Numbers are used to interpret information, make decisions and solve problems.

(Mathematics Scope and Sequence, 2018)

Social Studies

- Social Organisation & Culture
- Community & Change
- Shape & space
- Human & natural environment

Social Studies

In the PYP, Social Studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourage curiosity and develop an understanding of a rapidly

changing world. Through Social Studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world.

This is useful to enable them to understand themselves in relation to their communities, as the aim of Social Studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions.

(Making the PYP Happen, 2009)

Social Studies

The knowledge component of Social Studies in the PYP is grouped into five strands:

Human systems and economic activities-

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

Social organization and culture-

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

Community and change through time-

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

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

Resources and the environment-

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

The Social Studies component of the curriculum also provides opportunities for students to develop the skills to:

- formulate and ask questions about the past, the future, places and society.
- use and analyse evidence from a variety of historical, geographical and societal sources.

- orientate in relation to place and time.
- identify roles, rights and responsibilities in society.
- assess the accuracy, validity and possible bias of sources.

Science

In the Primary Years Programme (PYP), science is viewed as exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them.

Our understanding of science is constantly evolving.

It encourages curiosity and ingenuity, and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world. (*Science Scope and Sequence, 2008*)

Science

The knowledge component of science in the PYP is arranged into four strands.

Science

- Living Things
- Earth & Space
- Materials & Matter
- Forces & Energy

Living things- The study of the characteristics, systems and behaviour of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

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

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

Forces and energy- The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

The science component of the curriculum also provides opportunities for students to develop a range of science-specific skills and processes.

- Observe carefully in order to gather data.
- Use a variety of instruments and tools to measure data accurately.
- Use scientific vocabulary to explain their observations and experiences.
- Identify or generate a question or problem to be explored.
- Plan and carry out systematic investigations, manipulating variables as necessary.
- Make and test predictions.
- Interpret and evaluate data gathered in order to draw conclusions.
- Consider scientific models and application of these models.

Units of Inquiry: Social Studies and Science

Social studies and science are foundational disciplines within the units of inquiry in the PYP. These subjects provide the basis for exploring specified concepts and promoting transdisciplinary learning, enabling students to make connections between real-world issues and academic content.

This arrangement allows students to see how various disciplines deepen an inquiry and at the same time develop important subject-related skills.

The Arts

The Arts are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. The Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. Students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. Learning about and through Arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions. (*Making the PYP Happen, 2009*)

Arts' Strands

Responding

The process of responding provides students with opportunities to respond to their own and other artists' work and processes. In so doing, they develop the skills of critical analysis, interpretation, evaluation, reflection and communication.

Creating

The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences.

Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal, artistic journey.

The Arts

At TIS the arts are explored through:

- Visual Arts
- Music
- Drama and Dance

Visual Arts

Visual Arts in the PYP emphasize a deeper understanding of the elements of art and principles of design. Students focus on ideas and themes, use a variety of media, as well as plan and execute how their idea is communicated to a larger audience. Ongoing reflection and response to other people's artwork are given equal importance. To promote the arts program to a wider community, students' artwork is showcased in our annual art exhibition.

Music

In addition to honing students' performance skills, the TIS music program focuses on developing in learners, an appreciation of musical concepts. Students perform to audiences through annual school concerts and PYP musical productions.

Dance and Drama

These performing arts are explored through responding and creating, providing students with the opportunity of using the two perspectives to further their understanding of their own and others' art.

Whenever appropriate and possible, the arts are taught through the units of inquiry and support students' inquiries. Additionally, classes from Early Years to Grade 6 participate in visual arts, dance, drama and music lessons.

Personal, Social and Physical Education (PSPE)

PSPE in PYP encompasses physical, emotional, cognitive, spiritual and social health and development. It contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

(PSPE Scope and Sequence, 2009)

PSPE at the TIS Primary School Campus goes beyond student participation in sports and games. Its role is to develop a combination of transferable skills promoting physical, intellectual, emotional and social development. It encourages the students to make informed choices that contribute to long-term healthy living and to understand the cultural significance of physical activities.

All students are actively involved in Physical Education lessons and a sports programme which concentrates on games, ball skills and athletics.

The development of students' personal and social skills happens in all areas of the curriculum.

The development of our overall well-being is defined through the three conceptually-driven PSPE strands of identity, active living and interactions.

PSPE

- Identity
- Active Living
- Interactions

Personal, Social and Physical Education (PSPE)

Identity

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

Active Living

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

Interactions

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

Information & Communication Technology

ICT is not viewed as a discrete subject area. It is embedded and integrated in all areas of the curriculum and is seen as a tool to enhance and extend students' learning. In the Primary School, there are opportunities to use ICT in relevant, authentic contexts of the units of inquiry, as well as through teaching and learning experiences in other areas of the curriculum. Students in the Primary Years are also exposed to computer skills through specific intentional learning practices. TIS has a Bring Your Own Device (BYOD) Policy that allows each student to bring one tech device (laptop or tablet) that will be connected to the school's internet.

Our campus is equipped with a range of ICT resources, including Wi-Fi network, and computers in all the homerooms. Teachers provide ICT experiences that offer students enhanced learning and teaching opportunities. We also have projectors and are looking at setting up interactive smartboards/smart screens in our classrooms. Our teachers also receive regular opportunities to improve their own technology skills.



Transdisciplinary Student Experience

Transdisciplinary Student Experiences

All students benefit from our additional subjects, including, visual art, music, dance, drama, physical education, as well as Twi, Ewe, Ga, French, Mandarin, and Sign Language as additional languages.

Additional Subjects

- Arts
- * Visual Art
- * Music
- * Dance
- * Drama
- Physical Education
- Library
- Language
- * English
- * Sign Language
- * Ewe
- * Ga
- * French
- * Mandarin

Specialist Subjects	Early Years	Primary Years
Visual Art	45 minutes per week	45 minutes per a week
Music	45 minutes per week	60 minutes per a week
P.E.	45 minutes per week	60 minutes per a week
Library/ Inquiry	45 minutes per week	45 minutes per week
Sign Language	45 minutes per week	90 minutes per week
Twi/Ewe/Ga	-	1 hour per week
Dance/Drama	45 minutes per week	45 minutes per week
French	Enrichment	90 minutes per week
Mandarin	Enrichment	90 minutes per week



Assessment

Assessment

What does the TIS Primary School Campus Assess?

At the Tema International School Primary School Campus, we seek to assess students' holistic learning, in terms of their knowledge, concepts, skills, attitudes and learner profile attributes.

In addition, we assess performance and progress in each of the following subject areas: Language (English, Sign Language, French and Mandarin), Mathematics, PSPE and Arts (Visual Art, Drama, Dance and Music). Through continuous monitoring and some formative methods, we assess students' understanding of the central idea of each Unit of Inquiry. We have devised an approach for giving continuous feedback to provide learners with a good understanding of their own learning.

We give all children every opportunity to show what they know, can do, and understand, by using a variety of assessment techniques.

Assessment

- Pre-assessment
- Formative assessment
- Summative assessment

Types of Assessment

Pre-Assessment

Pre-assessment occurs before beginning new learning in order to uncover prior knowledge and experiences, as well as to direct further learning. Some examples of this may include KWL charts and class discussions.

Formative Assessment

Formative assessment is interwoven with the daily learning and helps teachers and children find out what they already know, in order to plan the next stage of learning. Examples of formative assessment strategies include teacher observations through video and photographs, teacher/student discussions, portfolios, self-assessment and peer assessments. This is our biggest focus, as we dwell significantly on assessments for learning.

Summative Assessment

Summative assessment occurs at the end of a teaching and learning process. It gives children opportunities to demonstrate what has been learned. The summative assessment, which measures the central idea, is designed by teachers at the beginning of each new unit. Examples of summative assessment tasks include research reports, role plays, oral presentations and exhibitions.

Most of these are demonstrated during unit celebrations.

Examples of tools used to gather information are:

Rubrics – teacher and student generated criteria to determine what is needed in order to attain success (can be both process and product related).

Exemplars – using samples of students' work or performance to provide information about student learning and development.

Checklists – reference to skill and knowledge goals, and criteria.

Anecdotal records – written, oral or visually recorded observations.

Continuums – identifying where a student is, their progression and enabling goal setting for further development.



Reporting

Reporting

How do we give feedback on student performance?

The education of students in our school is considered to be a three-way partnership between parents, students and teachers. To support this, regular opportunities, both formal and informal, are provided for students' progress, attainment and achievement to be reviewed. The school uses the following reporting processes:

- Written reports
- Parent - teacher meetings
- Teacher – student meetings
- Student-led conferences

Reporting

Written Reports

• Two report cards are issued per year, one at the end of each semester. These are detailed reports which highlight assessments of all PYP elements ie. knowledge, concepts, skills, attitudes, actions.

Parent-Teacher Meetings

- Open sessions are held frequently. We have a unit celebration each semester and these provide an opportunity for teachers to interact with the parents.
- Additional meetings are held throughout the year as requested by either the parent or teacher.
- Teachers communicate with parents via notes, emails, phone calls, and most importantly, ManageBac messages.

Teacher-Student Meetings

• Throughout the year, teachers and students discuss the latter's goals and progress.

Student-Led Conferences

- Student led conferences are held after some of the units of inquiry, as per the needs of the programme. These lead to portfolio discussions.
- Conferences are held in the students' classrooms to give parents a feel of the learning environment.
- Students share their reflections and personal progress in all disciplines. They use their portfolios to highlight areas of strength and those in need of growth. They also share their goals, as well as setting fresh ones.
- During student-led conferences, teachers are present to observe students
- as they share their progress with parents.
- Parents have the opportunity to hear directly from their wards, details of children's progress as learners.



The Exhibition

How do we celebrate our learning?

In Grade 6, the final year of the PYP, students will participate in the PYP Exhibition as an expectation from the IB. (All IB world schools are allowed to offer the PYP are required to participate in the exhibition).

The Exhibition is a culminating, experience that requires each student to demonstrate their understanding of the essential elements of the programme: knowledge, concepts, skills, attitudes and action.

After about 8-10-weeks of student-led inquiry, they are given the opportunity to demonstrate independence and responsibility for their own learning by working on a group project.

In teams, students investigate real life issues of interest, with the view of executing action plans that will make a difference. Teachers and mentors will guide students through each phase of the process.

The Exhibition is a celebration involving all the members of the learning community. It is the students' platform for reflecting on their entire PYP journey and an avenue for synthesising and applying their learning from previous years.



The PYP Classroom

What does a PYP classroom look like?

If you take a school tour, you expect to see:

- Student-centred learning: students working in groups, individually, or as a whole class. We allow for differentiated learning where we cater for learner agency.
- Collaboration between students and teachers.
- Action students extending their learning independently.
- Evidence of student learning around the classroom: student work is displayed in learning areas and hallways to show discovery, understanding and engagement with real life issues.
- Students initiating inquiry and asking questions.
- Questions posted around the room, from students, teachers, and parents.



Early Years Programme



The EY Programme

- Constructive
- Inquiry-led
- Play-based
- Hands-on teaching & learning

Our Early Years programme is a constructive, inquiry-led, play-based, hands-on approach to teaching and learning, inspired by the world-renowned early childhood philosophies from the Reggio Emilia curriculum and Montessori.

At Tema International School, we believe that play is an essential part of a child's early years and a foundation for future social and academic success.

As children grow and develop, we encourage them to become increasingly responsible for their own behaviour and learning. The programme is designed to encourage a balance of child-initiated and teacher-facilitated activities, taking into account the uniqueness of every child.

In the stimulating school environment, we encourage children to model the IB Learner Profile attributes, which are aimed at building confidence and self-esteem in our communicative, active learners. We create learning opportunities through play, which spark children's natural curiosities, interests and enthusiasm. Play facilitates the use of an age-appropriate pace in the development of social and emotional skills.

Teachers strive to honour these values and goals which are vital for the future success of our students.

The early years of a child are crucial, particularly as they are characterised by rapid physical, social, emotional, and intellectual development.

At this stage, the child is taking their first steps in a formal educational process that will promote a desire for life-long learning. As such, the school environment is designed to offer a range of clearly defined areas to encourage student exploration, investigation and play. These include spaces for reading, writing, art, construction, imaginative play, science and technology.

Children's interactions in and with these spaces stimulate them to become active learners by providing ongoing opportunities for them to:

- Initiate inquiry and ask questions.
- Use materials in flexible and imaginative ways.
- Work cooperatively with others.
- Sustain their interests and extend their knowledge.
- Develop understanding.
- Make choices.

A triangular partnership of child, parent and school is of paramount importance in instilling a strong foundation and lifelong love for learning. We look forward to working with you to give your child a fulfilling learning experience.

Field Trips

We organize a variety of age-appropriate, out-of-school field trips for students, which enable them to make purposeful connections with the world outside the classroom. These experiences are always linked to the curriculum and allow students to step outside the confines of the school environment, becoming more curious, open-minded and reflective. Linking the real world to the curriculum has a transformative effect on student inquiry as it requires them to reflect on their existing knowledge and communicate their new learning in a variety of ways.

These trips are aimed at maximising learning opportunities for the students and complementing what they study in the classroom. For every trip, we require parents to sign a consent form, giving us permission to take their children off-site and acknowledging that they are aware of the trip and its aims. Notices are sent out to parents in advance of the trip, informing them of the destination and expected return time. Please be advised that no child is allowed on a school trip without the written permission of their parents.



Homework

Homework in the PYP serves several purposes.

By these:

- teachers partner with parents to support and develop students' understanding of units of inquiry.
- students' levels of achievement are enhanced through the consolidation of skills learnt in class.
- students' growing independence as learners is enhanced, especially in terms of time management and the development of essential study skills.
- parents are kept informed about what students are studying at school.

There are different kinds of homework:

- Practise assignments to reinforce newly acquired skills. Students review and practise what they have learned. These assignments may be differentiated for students working at different levels, and are mostly given out on *Edmentum (Exact Path)*.
- Preparation assignments help students get ready for learning activities that will take place in class. Students may be asked to read something or to carry out some re-search on the Internet.
- Extension assignments are long-term projects which are parallel to class work. Students must apply previous learning to complete these assignments which include projects and essays.

Homework

- Practice Assignments
- Preparation Assignments
- Extension Assignments
- Revision

Tips on how to effectively support a child's homework

- Check ManageBac information (Messages) daily as an avenue for communicating with teachers about your child's performance.
- Initiate and encourage discussions with your child on

local, world and/or family issues in a manner that engages the child and stimulates their thinking, especially pertaining to our Units of Inquiry.

Discussions and conversations are wonderful tools to encourage your child and explore more on topics they are learning. Homework does not only have to be written worksheets. Inquire and investigate with your child.

- Bring problems and concerns directly to the appropriate teacher for clarification and resolution.
- In the first instance, share with the teacher any special circumstances or problems that may have an effect on your child's behaviour, attitude and/or academic performance. We will be most grateful if parents also dedicate time and thought to the matter of how we might continually improve.

We are always happy to receive suggestions.

At the TIS Primary Campus we seek to avoid any approach to homework that might stifle learning.

We also think that our hard-working students deserve some time for rest and relaxation with their families when they return home. Early Years students should be encouraged to look at picture books and read with parents. Students in Grades 1 to 3 will be asked to learn spelling, practise their musical instruments, read for enjoyment, solve puzzles and practise number facts. Students in Grades 4 and above will be asked to complete more challenging research tasks, practice their musical instruments, learn spelling and number facts and work on their foreign language skills.



Student Services

Library

Students at the TIS Primary School Campus understand that the library (virtual or class library) is a learning resource center and a place for inquiring, investigating, reading and studying. Classes from Early Years have library time scheduled within homeroom inquiry time, where students have the opportunity to access and carry out their research work.

Student Services

- Library
- Special Education Needs
- Cafeteria

Special Education Needs (SEN)

The TIS Inclusion Policy is based on the principle that all students have the right to an equitable access to learning. Students are offered the opportunities for achievement and the pursuit of excellence in all areas of their educational programme.

At the TIS Primary School Campus, we promote inclusive education which caters to students with special education needs, so that they are participating socially, academically and emotionally as members of the school community, as TIS endorses inclusive education. We conduct professional development workshops with all teachers to equip them in providing differentiated instruction across the curriculum, even in single subject areas. Regular meetings with parents

will be scheduled to sensitise them about the needs of their children in the SEN program.

The TIS Primary School believes in creating a holistic, experiential learning environment for both teachers and students. As a school, we aim at shaping the personality of students into becoming life-long learners and global citizens, by teaching them compassion and creativity, and letting them own and drive their personal learning journeys.

The SEN department has a process of inclusion that begins when the child is admitted into the School. TIS aims to assist all students having learning difficulties or emotional and social challenges. However, there are limitations and realities to the range of services provided, resources obtainable, and the availability of teachers and specialists. The school may only enroll a child with mild to moderate learning difficulties, who can successfully work with minimal support in a regular classroom environment.

Cafeteria Provision of Lunch and Snacks

At TIS Primary, we provide lunch and snacks for all students. If for any reason a student needs to take something different from what is served, the Office needs to be informed so that alternative arrangements can be made.



General Information



General Information

- Student Absence
- Tardiness
- Infirmary
- Celebrations

Student Absences from School

Absence undermines and disrupts learning, and it is not possible to “make up” in full the learning lost during a period of absence. Parents are requested to call the school if their ward is absent for any reason. Teachers will monitor and record attendance and punctuality rigorously, and if a student’s attendance is poor, corrective action will be taken.

Tardiness

Students arriving late to school must immediately proceed to their classrooms. A child is considered late for Primary School if they are not in the classroom by 8:30 am ready to begin the school day. We will however appreciate if students can report by 8:15 am on Mondays and Fridays, as we have assemblies on these days. We recommend that PYP students arrive at least 10 minutes before the start of class which gives them time to settle down.

Infirmary

A Registered Nurse is stationed at the primary school campus to assist students who become ill, injured, or have a medical problem that may need attention. If your child must take medication while at school, please notify us in writing with the details. Parents, and not children, must hand over medication to the school personnel. It is of paramount importance that any form of medication brought in is kept safely away from children.

Celebrations

During the school year there are a number of events to which parents are invited. These include art exhibitions, sporting events, drama productions, unit celebrations, important school-related days and concerts.

Colour Groups

All students in PYP are assigned a Colour and this group becomes their colour for their time at TIS. A variety of fun activities, including the School Sports Day, inter-colour activities such as an art competition, storytelling competition, soccer and basketball competitions, are planned for students to participate in as members of a Colour.

The Colours are:

- Green
- Blue
- Red
- Yellow

Students will be notified of the colours they belong to.

Extracurricular Activities

TIS Primary has in place enrichment programs such as robotics, coding, arts and crafts, music, in addition to the mother tongue enrichment program (Ewe, Ga, and Twi), gymnastics, and ballet,

Other activities include:

- Drama
- Dance
- Sporting activities like: (soccer, basketball, swimming, cycling, badminton many more)
- Reading Club
- Cooking
- Creative Arts (like Visual, pottery)

Parent Volunteers

A child's school life is greatly enriched by a family that is well-informed and active in school affairs. We welcome parent involvement and encourage close ties between parents and the school. During the school year, parents have opportunities to volunteer at the school as guest speakers, field trip organisers, mentors for the Grade 6 Exhibition, or readers in the Library. There are many ways in which parents can assist in the school.

Student Council

The Student Council is a way for our learners to take action in the school, and to develop responsibility and initiative. Students have the opportunity to develop and exercise their leadership skills in service to the school through the Student Council. The Council comprises selected representatives from each class from Grades 1 to 6. These learners are elected by their classmates and are recognized as class reps. Grade 6 students are eligible to be voted as executive members and Head of Council. Only those students who meet the following criteria are eligible for consideration:

Student Criteria and Participation in Student Council

- Exemplifies positive attitudes.
- Participates willingly in school activities.
- Works well with others.
- Complies with school regulations.
- Shows courtesy, care and respect for others.
- Is willing to represent the class or school in competitions.
- Demonstrates academic excellence.
- Is willing to take on responsibility and is dependable

- in any responsibility accepted.
- Has good communication skills.

We would love for you to be involved!

Communication

Communication is sent out from the school mainly through emails, WhatsApp, notes on ManageBac and notices posted in the weekly TIS Bulletin. Parents are encouraged to check ManageBac regularly to communicate with teachers.

All teachers also have official emails that can be used by parents to relay information.

Please ensure that you provide us with important contact details, such as addresses, phone numbers, emergency numbers, etc. We expect to be updated whenever any of these contact details change to enable us reach you should the need arise.

Open Door Policy

TIS Primary School Campus teachers are available to speak to parents any day, as long as they are given advance notice. If parents wish to meet with a particular teacher they should make an appointment directly with the teacher concerned. Parents may notify the Main Office for appointments, in case they do not get the chance to meet the teachers to do this.

ManageBac

Please check this regularly as it could contain important notices and messages for you. If there is information to be shared which is confidential, please send a separate note or email the teacher and the Main Office directly.

Visit the School Website

Keep track of all important news on the website.

In addition to news, check all documents regarding important school matters. We have our policies posted there for your information.

Weekly TIS Bulletin

We have a weekly TIS bulletin loaded with current information and updates on all school issues. This is sent out on ManageBac and is a valuable channel for parents to catch up on current information.

TIS Core Values

Service

Excellence

**International
Mindedness**

Teamwork

Transparency

Creativity

Honesty

**Critical
Thinking**

Respect

Tema International School

