



Primary Years Programme

Handbook for parents and students 2022/2023



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1. Introduction

Dear Students and Parents,

It is a great pleasure to welcome both new and returning pupils to the 2022/2023 school year.

This handbook has important information for everyone about our school. It is important that we all understand the expectations and responsibilities that are required by the school as these help us provide a safe and comfortable learning environment for all our pupils. Please familiarise yourself with the information provided in the handbook.

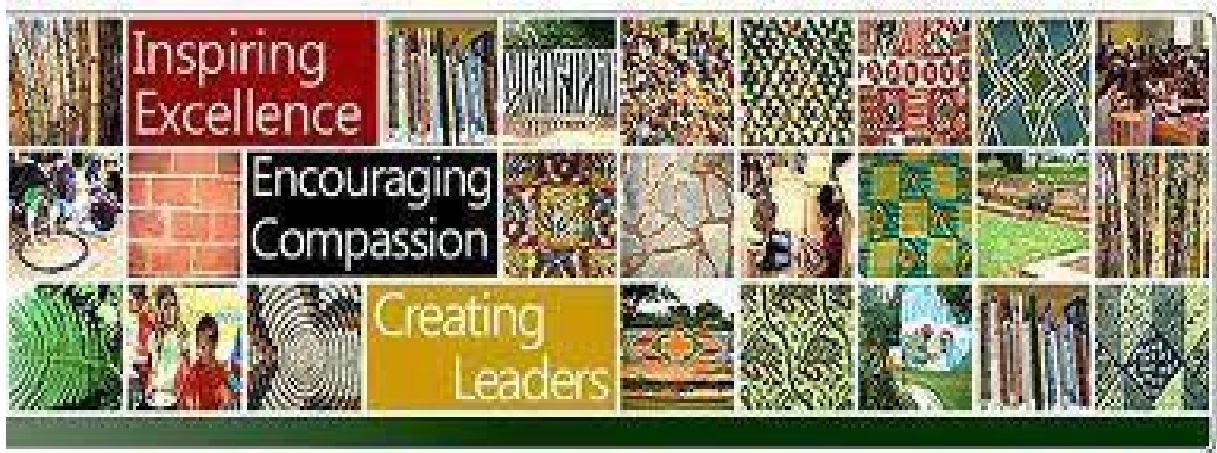
Have a happy, successful and enjoyable school year!

Imisława Bugeja

Principal of ISoB



2. ISoB Mission and Philosophy.



Mission

Our main aim is to establish a sense of independence, creativity and responsibility among our students, who are participants in social, environmental and cultural life. We pride ourselves on helping students to appreciate both their national heritage and their importance as citizens of the global community. We make great efforts to develop compassionate adults who will contribute to the creation of a better and more harmonious world.

Philosophy

The IB philosophy focuses on inter-cultural awareness, understanding and holistic education. It promotes student-centred programmes as well as an individual approach. Students are exposed to the interrelatedness of various disciplines, skills and experiences.



3. 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.

IB learners 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.



4. Primary Years Programme at ISoB

The IB Primary Years Program (PYP) is designed for students aged 5 to 12 (grades 0 - 5). It is a transdisciplinary programme of international education designed to foster the development of the whole child. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP curriculum has an international perspective where the diversity of student experiences and backgrounds is welcomed and celebrated. A PYP school strives towards developing an internationally minded person who demonstrates the attributes of the Learner Profile, which represent the qualities of a life-long learner.

4.1 The PYP Curriculum Model.

The Primary Years Program is an inquiry based method of teaching and learning. Six transdisciplinary themes provide a framework for the exploration of knowledge as well as opportunities for students to develop the skills, attitudes, concepts and knowledge needed to become internationally-minded people and responsible world citizens.

The curriculum in the PYP includes three interrelated components:

- the written curriculum (What do we want to learn?)
- the taught curriculum (How best will we learn?)
- the assessed curriculum (How will we know what we have learned?).





4.1.1 The written curriculum

In order to achieve balance, there are four essential elements of the written curriculum.

Concepts <i>What do we want students to understand?</i>	Approaches to Learning <i>What do we want students to be able to do?</i>	Action <i>How do we want students to act?</i>	Knowledge <i>What do we want students to know about?</i>
Form Function Causation Change Connection Perspective Responsibility	Thinking Communication Social Research Self-management	Reflect Choose Act	Six transdisciplinary units of inquiry Languages Social studies Mathematics Science and technology Arts Personal, social and health education Physical education

Concepts:

The concepts are expressed by the key questions used to support and structure the inquiries, providing a context in which students can understand and, at the same time, acquire essential knowledge, skills and attitudes.



These concepts and questions are:

Form:

Function:

Causation:

Change:

Connection:

Perspective:

Responsibility:

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What is
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Approaches to Learning:

The approaches to learning are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

Action:

The students are encouraged to reflect, make choices and take actions that will help not only individuals but also a wider community.

Knowledge:

This is the significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding. There are six transdisciplinary themes which guide the curriculum.



The transdisciplinary themes:

Who we are?	An inquiry into the nature of self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; rights and responsibilities; what it means to be human.
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 both local and global perspectives.
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.
How the world works?	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.
How we organise ourselves?	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.



4.1.2 The taught curriculum

The taught curriculum is the “written curriculum in action”. It involves the methodologies which teachers use to engage students with the written curriculum. It is not only “what” students will learn but also “how” they will learn that matters in a PYP school. PYP teachers are expected to constantly examine and improve the practices they use to actively involve students in learning and to make learning self – initiated. Teachers also support and guide their students through the process of finding answers. This may involve research, experiments, field trips or discoveries made through reading and classroom experiences. Teachers know that regardless of skill level or background, students vary in their academic abilities, learning styles, interests, background knowledge and experiences. It is their goal to provide a variety of experiences to meet the needs of all their students.

4.1.3 The assessed curriculum

The PYP promotes the use of a range of assessment strategies, which are designed to give a clear picture of a student’s progress. We use techniques for assessing children’s work that take into account the diverse, complicated and sophisticated ways that individual children understand different experiences. We recognize the importance of assessing the process of learning and inquiry as well as the final results.

Assessment in the PYP has two types, each of which has a specific function:

Formative assessment is interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage in learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other.

Ongoing assessment is the process by which students get feedback on what they do, based on clearly articulated criteria for successful performances. It is, in essence, the process on reflecting on performances in order to gauge progress toward the understanding goals.

We use a range and balance of school-based assessment and feedback techniques, including writing samples, structured observations, and performance tasks, which are assessed by teachers and by students themselves. Students are provided with regular opportunities to reflect on their own learning.



A student's progress is reported to parents regularly and in a variety of ways. There are teacher-led conferences and student-led conferences scheduled during the year, as well as progress reports, portfolio sharing and a formal written report. We believe in open communication between home and the school and value the collaboration of parents, teachers and students in our learning community.

4.2 The PYP Exhibition

Students in the final year of the PYP carry out an extended, transdisciplinary inquiry project, the PYP exhibition. It is an opportunity for students to work collaboratively with other students, teachers, parents and experts to identify, investigate and take positive action on an issue that matters to them.

The PYP Exhibition is a major project that allows students to apply skills from approaches to learning: communication, research, thinking, social and self- management skills. Students will display the attitudes that they have been developing in the PYP, as well as the attributes of the Learner Profile. It is both a transdisciplinary inquiry as well as an assessment activity that is a celebration of the passage from the Primary Years Programme in the Elementary School to the Middle Years Programme in the Middle School.

Students begin early in the year to identify issues that they hear about, notice around them, want to know more about, want to do something about and that really matter to them. In the second half of the year students negotiate with each other to collaboratively identify and agree upon the central idea and focus of the PYP exhibition for the year within the umbrella of the Transdisciplinary Theme chosen. Towards the end of the year, the students set up interactive displays to share their learning with the rest of the ISoB community: all students and parents, as well as other community members, are invited to attend.



5. Academic programme

5.1. Subject areas

- **Language Arts**

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live.

Language plays a huge role in the construction of meaning. It provides a framework to support conceptual development and critical thinking. It is also a tool the children use to gain knowledge and gather information and a means to become an open-minded citizen of the world.

The main aim of school is to encourage children to develop an appreciation of spoken and written language, fostering children's interest in expression and communication and developing their confidence and competence in listening, speaking, reading and writing.

There are three strands of language learning:

Oral language-listening and speaking

Listening and speaking are skills that are essential for ongoing language development, for learning and for relating to others.

In the area of oral communication, students will learn to listen and respond to a range of texts. They will recognize the importance of using appropriate language and will learn to discuss and to ask and answer questions.

Written language-reading and writing

Reading is a developmental process that involves deducting meaning from text.

Our aim is to educate students who will not only read for enjoyment but also recognize and appreciate a variety of literary styles, genres and structures.

Writing is a genuine expression of the individual when children are encouraged to express themselves and reveal their own "voice". Our students will learn to



understand and apply a variety of structures, strategies and literary techniques (including spelling, grammar, prediction, plot, characters, punctuation and voice).

Visual language-viewing and presenting

This allows students to understand the ways in which images and language interact to convey ideas, values and beliefs.

In this area of visual communication, students will learn to understand the importance of using a variety of visual media for effective presentation and representation.

● **Mathematics**

PYP believes that Maths is a powerful tool for solving problems and exploring the world around us in an enthusiastic way. Therefore students not only learn basic computation skills, but are also involved in multiple projects and explorations. The students' ways of thinking and their explanations for their solutions (not just the answers provided) are aspects we like to focus on.

As far as possible, mathematics should be taught within the programme of inquiry to develop students' understanding of the importance of mathematics in our lives.

As stated in the PYP Mathematics Scope and Sequence (2007), students are encouraged to:

- use patterns and relationships to analyse the problems and situations which they are working on
- make and evaluate their own and each other's ideas
- use models, facts, properties and relationships to explain their thinking
- justify their answers and the processes by which they arrive at solutions.

Mathematics comprises of five strands (areas):

Data handling

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. It involves recording, organising, representing and summarising data and using probability.

Measurement

The aim is to guide students from a conceptual understanding that measurement involves comparing objects and events to being able to use a range of procedures that exist to measure different attributes of objects and events.



Shape and space

The aim is to guide students from the conceptual understanding that shapes can be described and organised according to their properties to consolidating what we know of geometric concepts which allows us to make sense of and interact with our world.

Numbers

Numbers are used to interpret information, make decisions and solve problems. To achieve this, we use operations, including addition, subtraction, multiplication and division, which are related to one another.

Pattern and function

The aim is to guide students from the conceptual understanding that patterns and sequences occur in everyday situations to understanding that patterns can often be generalised using algebraic expressions, equations or functions.

- **Science**

In the Primary Years Programme (PYP), science is viewed as the exploration of the biological, chemical and physical aspects of the natural world and the relationships between them. Our understanding of science is constantly changing and evolving. The science component of the PYP should be characterised by concepts and skills rather than by content.

The knowledge component of science in the PYP is arranged into the following four strands: (Science scope and sequence 2008)

Living things

The study of the characteristics, systems and behaviours of humans, animals and plants; the interactions and relationships between living things and their environments.

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 and uses of materials, both natural and human-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.

- **Social studies**

In the Primary Years Programme (PYP), social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activities realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning. (Social studies scope and sequence 2008)

Social Studies consists of five strands (areas)

Human systems and economic activities

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

Social organisation and culture

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

Continuity and change through time

The study of the 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 environments

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



Resources and the environment

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

- **Personal, Social and Physical Education**

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing.

Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development and contributes to an understanding of self, to developing and maintaining relationships with others and to participation in an active, healthy lifestyle. (Personal, social and physical education scope and sequence 2009)

PSPE consists of three strands (areas)

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 he or she interacts 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
- the responsibilities we have to ourselves and others to promote well-being
- making informed choices and 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

Each strand interacts with the other and is broken into phases of development. These are used to inform progression and future goals. At ISoB, PSPE is taught through units of inquiry as well as being integrated into all areas and everything we do (that is, within the classroom, dining room, playground, sports hall, swimming pool etc.) with the view that skills and knowledge will be applied as a natural understanding develops.



- **The Arts**

Arts are identified as dance, drama, music and visual arts. They are a powerful mode of communication, through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. (The arts scope and sequence 2009)

There are two strands of Arts teaching at ISoB:

- Responding – it provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. It may also include creative acts and encompasses presenting, sharing and communicating one's own understanding
- Creating – it provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences. It also gives students the chance to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

5.2. Programme of Inquiry

(The order of the units may change at the Teacher's discretion)

- **Grade 0**

Unit 1

Transdisciplinary theme: Who we are

Central idea: Every day I can learn more about who I am and what I can do.

Key Concepts: form, perspective, causation

Lines of Inquiry:

- Myself as a part of my family
- My physical characteristics



- My feelings, abilities and interests

Unit 2

Transdisciplinary theme: Where we are in place and time

Central idea: Our personal stories help us understand our world. Key

Concepts: change, perspective, causation

Lines of Inquiry:

- The countries and cultures we come from (uniqueness)
- Respect for others
- The way people express their culture

Unit 3

Transdisciplinary theme: How we express ourselves

Central idea: Nursery rhymes and fairy tales are a way to develop language and tell stories.

Key Concepts: connection, function, perspective

Lines of Inquiry:

- The sequence of events
- The role of rhymes and songs
- Songs and rhymes around the world

Unit 4

Transdisciplinary theme: How the world works

Central idea: Materials behave and interact in certain ways, which determine how people use them.

Key Concepts: causation, change, function

Lines of Inquiry:

- Behaviour of materials
- Changing properties of materials
- Manipulation and application of materials to new purposes



Unit 5

Transdisciplinary theme: How we organise ourselves

Central idea: People have different jobs and share responsibilities.

Key Concepts: form, responsibility, change

Lines of Inquiry:

- Different kinds of jobs
- The importance, duties and responsibilities of different professions
- The person I want to be in the future

Unit 6

Transdisciplinary theme: Sharing the planet

Central idea: Animals and people interact in different ways in different contexts.

Key Concepts: function, form, responsibility

Lines of Inquiry:

- The different roles animals play in people's lives
- Suitability of particular animals for specific functions
- Responsibility for the well-being of animals

• Grade 1

Unit 1

Transdisciplinary theme: Who we are

Central idea: Making balanced choices about daily routines enables us to have a healthy lifestyle.

Key Concepts: function, causation, responsibility

Lines of Inquiry:

- Daily habits and routines (hygiene, sleep, playing, eating and safety)
- Balanced choices in eating, road mindedness, school and house chores and consequences of them
- The importance of leading a healthy lifestyle



Unit 2

Transdisciplinary theme: Where we are in place and time

Central idea: The way we travel has changed throughout time.

Key Concepts: form, change, causation

Lines of Inquiry:

- Travelling around the world-exploring the continents and their main countries
- Means of transport have changed throughout the time
- The influence of transport on our ability to travel

Unit 3

Transdisciplinary theme: How we express ourselves

Central idea: People create art and music forms to express their feelings.

Key Concepts: causation, form, perspective

Lines of Inquiry:

- Feelings and types of emotions caused by art
- Discovering different branches of art (drama, music, works of art)
- Expressing emotions using branches of art

Unit 4

Transdisciplinary theme: How the world works

Central idea: Different animals live, grow and change within different habitats.

Key Concepts: form, change, function

Lines of Inquiry:

- Animals around us
- Living things change over their lifetime (life cycles)
- What the animals need in order to survive

Unit 5

Transdisciplinary theme: How we organise ourselves

Central idea: Communities satisfy the needs of people in a different way.

Key Concepts: function, connection, responsibility

Lines of Inquiry:



- Public places and community helpers serve the needs of the community
- The interaction and differences of different locations
- The features of a well-balanced community



Unit 6

Transdisciplinary theme: Sharing the planet

Central idea: Our personal choices can change the environment.

Key Concepts: function, connection, responsibility

Lines of Inquiry:

- How different materials can be reused
- The way waste affects the environment
- Things we do in order to protect the environment

● Grade 2

Unit 1

Transdisciplinary theme: Who we are

Central idea: Exploring role models deepens our understanding of ourselves.

Key concepts: form, perspective, change

Lines of Inquiry

- Traits of role model
- The ways we can be role models despite our difficulties
- Influence of role models on our choices and actions

Unit 2

Transdisciplinary theme: Where we are in place and time

Central idea: All houses have features that make them unique.

Key Concepts: form, function, causation

Lines of Inquiry:

- Typical houses around the world
- Construction methods around the world
- Impact of environmental conditions on human homes



Unit 3

Transdisciplinary theme: How we express ourselves

Central idea: No matter where we live, celebrations unite people.

Key Concepts: function, connection, perspective,

Lines of Inquiry:

- Kinds of festivals and ways of celebrating
- Identification with the family and its traditions
- Tolerance towards other cultures

Unit 4

Transdisciplinary theme: How the world works

Central idea: Different sources of energy affect our everyday life.

Key Concepts: form, function, responsibility, change

Lines of Inquiry:

- Forms of energy
- How we use sources of energy
- Responsible use of energy in everyday life
- Ways of using energy in the past and present

Unit 5

Transdisciplinary theme: How we organise ourselves

Central idea: The products we use go through many different processes before they get to us.

Key Concepts: function, connection, change

Lines of Inquiry:

- The kinds of products people make and use
- Places, where the goods are produced
- The processes materials go through to create a final product



Unit 6

Transdisciplinary theme: Sharing the planet

Central idea: Plants have an impact on the environment.

Key Concepts: change, connection, responsibility

Lines of Inquiry:

- Plants as living things and their life cycle
- The role of plants in an ecosystem
- Our responsibility for plants

Grade 3

Unit 1

Transdisciplinary theme: Who we are

Central idea: Understanding our body and mind affects choices we make.

Key Concepts: connection, responsibility, change

Lines of Inquiry:

- The body is made up of different systems (digestive, circulatory, skeletal) that work together to create living, working humans
- People learn about good physical and mental health to help them make positive and intelligent choices
- Knowing what creates a healthy relationship with others and positive self-image

Unit 2

Transdisciplinary theme: Where we are in place and time

Central idea: Exploration and discovery have brought change to people and places.

Key Concepts: perspective, causation, change

Lines of Inquiry:

- Explorations in the past, present and future
- Reasons people explore
- The impact of explorations and discoveries on our world today

Unit 3

Transdisciplinary theme: How we express ourselves

Central idea: There are different ways for communication that inform and





influence people.

Key Concepts: form, function, connection

Lines of inquiry:

- Ways of communication
- Purpose of various types of communication
- Communication makes life easier

Unit 4

Transdisciplinary theme: How the world works

Central idea: The earth zones affect our climate and living things around the world.

Key Concepts: form, causation, connection

Lines of Inquiry:

- Characteristics of climates found around the globe.
- What drives adaptations
- Animals and plants adaptations to life in different Earth zones

Unit 5

Transdisciplinary theme: How we organise ourselves

Central idea: Systems in communities are organised in different ways

Key Concepts: form, responsibility, connection

Lines of Inquiry:

- The concept of organisation that affect our lives directly and indirectly
- Different systems of organisation that we belong to
- The comparison of different systems of organisation in communities

Unit 6

Transdisciplinary theme: Sharing the planet

Central idea: How we use natural resources affects us





Key Concepts: form, function, responsibility

Lines of Inquiry:

- What natural resources exist on Earth and how they came into existence
- The importance of natural resources for humans
- How people use natural resources

Grade 4

Unit 1

Transdisciplinary theme: Who we are

Central idea: Our rights and responsibilities help shape who we are and who we can become.

Key Concepts: form, change, causation

Lines of Inquiry:

- Our rights, chores and responsibilities
- Similarities and differences between our families and between other cultures.
- How responsibilities help us to develop.

Unit 2

Transdisciplinary theme: Where we are in place and time

Central idea: Evidence of past civilizations can be used to make connections to present-day societies.

Key Concepts: connection, form, change

Lines of Inquiry:

- Processes involved in collecting, analysing and validating evidence.
- Characteristics of civilizations and societies.
- Connections between past, present and future.

Unit 3

Transdisciplinary theme: How we express ourselves

Central idea: People communicate using different forms of art.

Key Concepts: form, perspective, change





Lines of Inquiry:

- How people communicate through arts in different cultures, places and times.
- Personal preference in the appreciation of arts.
- How art forms are influenced by history.

Unit 4

Transdisciplinary theme: How the world works

Central idea: Earth's structure is constantly changing through processes and forces that impact society

Key Concepts: causation, connection, form

Lines of Inquiry:

- How the earth's tectonic plates interact
- How geography affects community
- How rocks and minerals are formed

Unit 5

Transdisciplinary theme: How we organise ourselves

Central idea: Economic activities can have different systems.

Key Concepts: function, causation, connection

Lines of Inquiry:

- How goods are produced and distributed around the world.
- How global movements affect availability of goods.
- The roles of people involved in production and distribution of food.
- Fair Trade.

Unit 6

Transdisciplinary theme: Sharing the planet

Central idea: Finding peaceful solutions to conflicts improves the quality of human life.

Key Concepts: form, causation, responsibility

Lines of Inquiry:

- Political order
- Causes of conflicts
- Conflict resolution and management of the consequences.



- **Grade 5**

Unit 1

Transdisciplinary theme: Who we are

Central idea: Myths and beliefs can explain our world and what it means to be human.

Key Concepts: form, perspective, connection

Lines of Inquiry:

- Similarities and differences between belief systems (secular and faith-based)
- How beliefs and values contribute to the formation and actions of communities
- The impact of spiritual traditions on societies today

Unit 2

Transdisciplinary theme: Where we are in place and time

Central idea: People migrate as a response to many different factors.

Key Concepts: change, causation, connection

Lines of Inquiry:

- Migration throughout history
- The reasons people migrate
- Effects of migration on communities, cultures and individuals

Unit 3

Transdisciplinary theme: How we organise ourselves

Central idea: Wealthy and poor countries can affect each other.

Key Concepts: causation, connection, responsibility

Lines of Inquiry:

- The rights and responsibilities of wealthy nations
- What makes a wealthy nation wealthy
- What impact can wealthy and poor nations have on each other



Unit 4

Transdisciplinary theme: How we express ourselves

Central idea: People can use words and images to send different messages to different audiences.

Key Concepts: function, perspective, responsibility

Lines of Inquiry:

- How images, text and music are used to influence behaviour of target audiences
- Critical evaluation of messages presented in the media
- How people respond to messages and propaganda

Unit 5

Transdisciplinary theme: Sharing the planet

Central idea: The balance in our ecosystems has an impact on all of us.

Key Concepts: function, connection, responsibility

Lines of Inquiry:

- How disturbing one area of an ecosystem affects other areas
- How living and non-living things are connected
- Our role in maintaining the balance now and in the future

Unit 6

Transdisciplinary theme: How the world works – Exhibition unit (final unit)



5.3. Homework

Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits.

The amount and kind of homework that is given depends on the student's age and the individual abilities of the student. In younger classes, it focuses on the child's emergent reading and writing development.

Homework may be given according to a child's individual needs. Those children with a limited knowledge of English may need to spend more time on their homework assignments. On occasion, a child may be asked to complete work not finished during class time. This is in addition to any homework assigned that day.

Teachers and parents may communicate via e-mail or ClassDojo regarding homework concerns.

Please see the behaviour code for the consequences of regularly failing to complete homework tasks.



6. Assessment Policy

6.1. Belief Statements on Assessment

Assessment is the gathering and analysis of information about student learning. It identifies what students can do, know, understand, and feel at different stages in the learning process. It is a basis for ongoing reflection and evaluation of the curriculum and instruction. We believe assessment is integral to planning, teaching and learning.

Assessment is essential to our goal of inspiring students to participate responsibly, successfully and with integrity in the global community.

We do this by guiding them through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action.

Through a variety of means, we strive to ensure that all members of the school community have an understanding of the reasons for assessment, what is being assessed, the criteria for success and the method of assessment.

Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of the learning.

Assessment is the means by which we analyze student learning and the effectiveness of our teaching and acts as the foundation on which to base our future planning and practice.



6.2. Purposes of Assessment

The purposes of assessment are to:

Promote student learning

This is done through -

- Giving constructive feedback to students highlighting strengths and areas for improvement
- Providing opportunities for self- and peer assessment/reflection
- Encouraging students to feel a sense of ownership of their learning
- Offering students opportunities to display their learning in a variety of ways
- Accommodating diverse learning styles and multiple intelligences

Provide information about student learning.

This is done through-

- Finding out what students know/don't know and can/can't do through assessing prior knowledge
- Giving students opportunities to demonstrate how well they can apply their understanding
- Recording student progress in the following skills: *thinking, research, communication, social and self-management*
- Monitoring student behaviour and performance in order to highlight those students in need of additional support
- Providing data to support dialogue and analysis about class and individual learning with colleagues, parents, students and external bodies

Assist in the evaluation of instruction and the programme of

studies *This is done through-*

- Providing reflection on a unit of learning to assess:
 - the unit's suitability for students with a range of cultural backgrounds, language levels and learning styles
 - suitability of assessment tasks/learning engagements (are these relevant, engaging and challenging?)
 - whether the assessment tasks/learning engagements cover the essential elements (knowledge, concepts etc.) being focused on
- Annual reflection on the programme of inquiry to track how each aspect of the essential elements is developed vertically and horizontally



6.3. Principles of assessment

Effective assessments allow the student to:

- know and understand the assessment criteria in advance
- analyse their learning and understand what needs to be improved
- demonstrate the range of their conceptual understandings, their knowledge and their skills
- synthesise and apply their learning, not merely recall facts
- base their learning on real-life experiences that can lead to other questions or problems to solve
- focus on producing a quality product or performance
- highlight their strengths and demonstrate mastery and expertise
- express different points of view and interpretations
- be reflective and practice self-evaluation and peer-evaluation skills

Effective assessments allow the teacher to:

- plan them and build them into the learning, not add them after the fact
- identify what is worth knowing and assess it
- include collaboration between the student and teacher or among students
- take into account different cultural contexts and different ways of learning and knowing
- use scoring that is both analytical and holistic
- produce evidence that can be reported and understood by students, parents, teachers, administrators and board members
- inform every stage of the learning and teaching process
- plan further activities which address areas of interest for the teacher and the students

Effective assessments allow the parents to:

- understand the learning process and the school's vision, mission and values
- actively support their child's education



6.4. What to assess

The school curriculum provides the opportunity for learners to construct meaning, principally through structured inquiry, and emphasises the connections between concepts and subject-specific knowledge, ATL. The units of learning provide a focus for student inquiry, while literacy and numeracy provide the tools for inquiry. Therefore, feedback is given on student progress and performance in each of these areas. Student progress and performance is assessed in the following curriculum areas - language, mathematics, social studies, the arts, science and technology, and personal, social and physical education. Additionally, feedback is provided on the attributes listed in the IB learner profile. This profile serves to increase the learners' awareness of, and sensitivity to, the experiences of others beyond the local or national community, thereby promoting and understanding their contribution to the creation of a better and more peaceful world.

6.5. When and how to assess

Policy

Continuous assessment is an integral part of teaching. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the programme. The students are clear about the purpose and means of assessment and information about the purpose and format of assessment tasks is communicated to students and parents.

Ongoing assessment

Ongoing assessment is the process by which students get feedback on what they do, based on clearly articulated criteria for successful performances. It is, in essence, the process of reflecting on performances in order to gauge progress toward the understanding goals.

Strategies

The following methods cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. They provide a range of approaches and therefore aim to provide a balanced view of the child.

- **Observations**

All children are observed often and regularly, with the teacher taking a focus varying from wide angle focusing on the whole class to close-up focusing on one child or activity, and from non-participant observing from without to participant observing from within.

- **Portfolios**

Portfolios are used up to and including Grade 5. These are collections of students' work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work.

At Elementary level, portfolios, which include examples of self, peer and teacher reflections, are shown to parents at least once a year at Student-led conferences and Student-Parent- Teacher conferences.

- **Open-ended tasks**

These are situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

- **Selected responses**

These are single occasion, one-dimensional exercises such as tests, quizzes and examinations.

- **Process-focused assessments**

The students' skills are observed regularly and the observations are recorded.

- **Performance assessments**

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the



challenges/problems that require the use of many skills and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.

Taken together, the assessment strategies form the basis of a comprehensive approach to assessment.

Whatever strategy is used, self and peer as well as teacher (and sometimes parent) reflections are seen as an important stage in the learning process. Peer reflections include reflections completed by students at different grade levels, and teacher reflections include those completed by teachers other than the homeroom or subject teacher.

How do we assess

Assessments

tools:

- Self, teacher and peer assessment
- Anecdotal records
- Student-teacher negotiated rubrics
- Observation
- Classroom displays
- Student checklists
- Artistic responses, including art, drama, songs, poetry
- Tests and quizzes
- Portfolios
- Performances
- Collaborative work
- Written work, e.g. creative writing, essay, journal
- Reading records
- Parent – teacher conference
- Student-led conferences
- Standardised national tests
- Benchmark tests
- Oral presentation /debate
- Homework
- Video /photography
- Exhibitions



6.6. Reporting

Criteria for effective reporting

Reporting is a means of giving feedback from assessment. It describes the progress of students' learning, identifies areas for growth, and contributes to the consolidation of the entire school community.

Because feedback is an essential component of assessment that allows us to understand and improve our work, we encourage both assessment and feedback.

Reporting at ISoB:

- involves parents, children and teachers as partners
- reflects the school community values and the school's mission statement
- aims to be comprehensive, honest, fair and credible
- aims to be clear and understandable to all parties
- allows teachers to incorporate what they learn during the reporting process into their future
- reflects teaching and assessment practice

Involving parents, children and teachers as partners

Parents, students and teachers have the opportunity to participate in the reporting process by asking for clarification and examining particular examples. In order for students to participate in the reporting procedure effectively, students are given guidance at different stages of assessment tasks in learning how to self-evaluate and report on their progress. Some of the many ways we support parent/student understanding of how assessment is linked to teaching and learning include: open day for parents, parent workshops, ISoB website, regular communication through homework, diaries/communication books, Class Dojo/Managebac and school assemblies. IB reports are issued in English as the main language of instruction as well as certificates in Polish as requested/required by law.



The written report

Progress Reports based on the assessments outlined above, are written by class teachers and specialists twice annually (a brief report at the end of Semester 1 and a more detailed report at the end of Semester 2). These are given to parents during the parent – teacher conferences and included in student files. These reports include teacher's comments on the IB learner profile. Progress reports include the following grades/descriptors:

NA – not assessed

NS- needs support

MB – meets expectations at the beginning level

M – mainly meets expectations

ME – meets expectations fully

AE- above required expectations (academic excellence)

In Grades 4 and 5 they approximate with the following polish grades:

NS	niedostateczny
MB	dopuszczający/dostateczny
M	dobry
ME	bardzo dobry
AE	celujący

Criteria for each grade:

NS –the student presents an insufficient level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student requires help to complete tasks in class and makes many mistakes.

MB- the student presents a basic level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student may require help from the teacher at times to complete tasks in class and makes some mistakes.

M- the student presents a good level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student is



able to complete most tasks in class independently and makes few mistakes.





ME - the student presents a very good level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student is able to complete tasks in class independently and communicates their knowledge accurately and clearly.

AE- the student presents an exceptional level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student is able to complete tasks in class independently and communicates their knowledge accurately and clearly.

In Grades 4 and 5 there exists the possibility to be awarded the grade “celujący/academic excellence” which is reserved for any students who complete independent research and learning out of school hours and can present this beyond the required standards . This may also be awarded to any students who take part in interschool, regional or national competitions (laureates), including P.E.



6.7. Behaviour Grade

The aim of the grading criteria system of behaviour is to recognize to what extent students follow the resolutions as given in The Code of School Behaviour and School Policies and the ClassDojo System (as set out in 7.0).

- The purpose of the behaviour grading system is to:
 - o inform students about their behaviour and their progress in this matter
 - o help students plan their development
 - o motivate students to self-development
 - o inform parents (guardians) and other teachers about the progress and difficulties concerning their behaviour and about students' special abilities

Mark Grid (behaviour)

- G0 grade for behaviour is a descriptive grade.
- G1- G5 grade for behaviour is based on Class Dojo points using the following:

	The name of the grade	Abbreviation (Polish)
6.	Excellent	wz – wzorowe
5.	Very good	bdb – bardzo dobre
4.	Good	db - dobre
3.	Satisfactory	pop - poprawne
2.	Non-satisfactory	ndp - nieodpowiednie
1.	Reprehensible	ng - naganne

- At the beginning of each school year the form teacher informs pupils and parents (guardians) about:
 - o the behaviour grading criteria and how Class Dojo works
 - o the consequences of a reprehensible behaviour grade (G5 students will not be accepted for MYP)
- End of 1st semester and the final behaviour grade take into account:
 - o following the resolution as given in The Code of School Behaviour and School Policies and the Class Dojo System
 - o systematic attendance and active participation in school life
 - o following the rules of cooperation with other students, teachers and school staff
 - o respecting all people regardless of their race, skin colour, sex, language, nationality, views and beliefs
 - o taking care of the common good and order at school



- o acting in a responsible way, taking into consideration their own and other people's lives, health and psychophysical and intellectual development
- The behaviour grade does not influence in any way the subject grade, the advancement to the next form and graduation (with the exception of the 'reprehensible' grade)
- The behaviour grade and semester/final educational classes grades are irreversible although a student or his/her parents (guardians) may express their reservation to the teacher, then to the Principal, if they think that the final behaviour grade or a subject grade was given against the rules (see 6.8 § 3).
- The School Board can decide not to allow a student to advance to a higher form or graduate if the student was given a 'reprehensible' behaviour grade twice.
- A student who was given a 'reprehensible' behaviour grade three times does not advance to a higher grade, or in case of final grade students, do not graduate.
- A student may not receive a final (semester) grade if he/she has been absent from over 50 percent of lessons during the course in a given school year.
- G5 students need to have at least 'satisfactory' behaviour grade to be accepted to the MYP.

6.8. Re-take and re-placement examinations and appealing the semester/final grade (grades 4 and 5 only)

§ 1

1. Students who cannot be assessed (at the end of semester I or the end of the school year) because of excusable absenteeism have the right to take a re-placement examination.
2. Students who cannot be assessed (at the end of semester I or the end of the school year) because of inexcusable absenteeism can take a re-placement examination – if the School Board agrees – at the request of the student and/or his/her parents (guardians).
3. The re-placement examination also concerns students who:
 - study individually (on the basis of separate rules),
 - study abroad,
 - wish to qualify to become a student of a higher grade than the student's current certificate states,
 - change the school type or profile
4. The Principal, in agreement with the student and/or his/her parents (guardians), appoint a date for the re-placement examination. If the student,



due to unfortunate circumstances, cannot take the exam at the appointed time, he/she has the right to do so at another time agreed with the Principal.

5. The parents' (guardians') presence is allowed during the re-placement exam.
6. The re-placement exam is supervised by the examining board appointed by the Principal. The examining board consists of:
 - the Principal or the Head of Primary Years Programme
 - the subject, or designated, teacher
7. The re-placement exam consists of both written and oral parts. In the case of Information Technology, Physical Education, the re-placement exam will be practical in form rather than theoretical.
8. After the re-placement exam a report is drawn up. The report includes:
 - the first names and surnames of the teachers who are the members of the examining board,
 - the date of the exam,
 - the exam tasks,
 - the regulations of the exam
9. The student's written exam papers and brief information about the oral part of the re-placement exam will be attached to the report.

§ 2

1. A final 'failed' grade (1) can be changed only as a result of the re-take exam, with the exception of final year students.
2. In exceptional cases the School Board may agree on two re-take exams (on two different subjects) only.
3. The re-take exam is carried out during the last week of the summer holidays. The exact date is settled by the Principal who appoints the examining board which includes:
 - the subject teacher as the examiner,
 - a teacher of the same or similar subject/related subject as a member of the examining board
4. The form teacher has the right to be present during the exam but without the right to make any decisions.
5. The subject teacher can be exempted from membership of the examining board on his/her request. In this case the Principal appoints another teacher of the same subject as the examiner.
6. If the student, due to unfortunate, justified and documented circumstances cannot take the re-take exam, the Principal appoints another time for the re- take exam.



7. After the re-take exam a report is drawn up. It includes members of the examining board, the date of the re-take exam, the student's written work and exam tasks attached.
8. The subject teacher is obliged to prepare, in written form, the range of the material/programme the student has to revise to be well-prepared for the exam.
9. A student who fails the re-take exam cannot advance to a higher grade.
10. Taking into consideration the educational abilities of the elementary and middle school pupils the School Board may allow the pupil, who failed the re- take exam, to continue in a higher form once during any given educational stage.
11. The examining board's decision is irreversible.

§ 3

1. Students and parents (guardians) have the right to appeal the semester or final grade.
2. The appeal must be lodged within 7 days after the end of the school year.
3. The appeal must be lodged in written form to the Principal.
4. In the case of a final educational or behaviour grade given against the rules, the Principal will appoint an examining board which:
 - carries out a test in a written form and oral form and decides on the semester/final grade (in case of the semester or final educational classes grade),
 - in the case of a final behaviour grade – the grade is discussed and the School Board takes a vote on the issue. If the number of votes is equal the chairperson of the board makes the final decision.
5. The date of the test (mentioned in 4 above) is agreed with the student and his/her parents (guardians).
6. The examining board consists of:
 - in the case of semester/final educational classes grade:
 - the Principal or the Head of PYP as the chairperson
 - the subject teacher
 - two other teachers of the same subject
 - in the case of the final behaviour grade:
 - the Principal or the Head of PYP as the chairperson
 - the form teacher
 - one of the subject teachers working with the class (appointed by the Principal)



psychologist (if employed in the school)

a representative of the School Students' Council *

a representative of the Parents' Board * to present their opinions to the Principal

7. The subject teacher can be exempted from the membership in the examining board at his/her request. In this case the Principal appoints another teacher of the same subject as the examiner.
8. The behaviour grade settled by examining board cannot be lower than the previously given grade.
9. A report documenting the boards' work is drawn up. This report includes:
 - in the case of the semester/final classes grade:
 - members of the board
 - the date of the exam
 - exam tasks
 - the result and the final grade
 - in the case of the final behaviour grade:
 - members of the board
 - the date
 - the result of voting
 - the final behaviour grade and its justification
10. Students' written work and brief information about oral tasks must be attached to the report.
11. If the student, due to unfortunate circumstances, cannot write the test at the appointed time he/she can do so in another time agreed with the Principal
12. A student graduates:
 - if he/she obtains favourable grades in all the subjects in the final year and also in all the compulsory subjects he/she had in the previous years.
 - in the case of Primary School – if he/she takes the Primary Education test in the 8th form (Polish students only)
 - in the case of Middle School – if he/she takes the Middle School test (Polish students only)
13. A student graduates with distinction if he/she achieves an average academic grade of least 4.75 and a 'very good' (5) or 'excellent' (6) behaviour grade.



7. School Rules and Policies

7.1 Attendance

A premium is placed on regular attendance. While it is often true that travel can be an educationally broadening experience for young people, it is difficult to reconcile travel during the school terms with the demands of our academic program. The educational process *must* include participation in class. Parents must understand that the burden is on the *student* to make up for all work missed while absent from school.

Class activities and presentations often cannot be made up, which can have an academic impact on even the best students. An absence for part of the school day may result in the student catching up on material upon return, thus missing any planned concert or sports event that day.

Attendance is recorded in the registers, Class Dojo and ManageBac. There are three types of student absences:

- 1) **Justified Absence:** These are absences for personal illness or quarantine (as documented in a note/email from parent or physician); medical or dental care that cannot be scheduled after school hours; certain religious holidays; or a death in the immediate family (any other family reasons are not justified). Parents must send a note/email/ Class Dojo message explaining the reason for an absence within one week after they return to school. Failure to bring a parental explanation or doctor's note will result in the absence being considered unjustified.
- 2) **Unjustified Absence:** Absence without approval of a parent is considered unjustified. Absences for parties, sporting events (unless the student has an official letter from a national federation verifying participation), birthdays, other social activities are all considered unjustified absences.
- 3) **Prearranged Absence:** Any absence that is foreseeable should be pre-arranged (such as an operation or other medical procedures). Parents must inform the class teacher or the School Office, explaining the circumstances and duration of the absence well in advance of the absence.



Information about work to be covered is often on ClassDojo. To encourage self-management skills, students are responsible for getting any notes missed from their peers. Assignments or tests that a student misses due to prearranged absences are due **in the**

1st week after the student's return (unless there are extenuating circumstances). The student is expected to get any missing materials from their fellow students upon their return to school.

If a student misses more than **50 percent** of school in a semester, credit may not be given. Things happen in class that students cannot effectively make up. Absences for any reason other than an official school trip count against the 50 per cent limit. Cases of students with more than 50 per cent absence will be reviewed *if* there are extenuating circumstances. It is a parental responsibility to send children to school on time, take holidays *only* during the school breaks, and to tell children about the importance of punctuality throughout the school day. Students with more than 50 per cent absence will also receive a lower behaviour grade.



7.2 The Code of School Behaviour

The Code of School Behaviour at the General Education School Complex Of Kazimierz Wielki University International School of Bydgoszcz

International School of Bydgoszcz promotes the development of internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognizes the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour in our school community, inclusive of students, staff and parents. The Code has been created to provide the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

The school community will use The Code as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour

All members of the school community are to abide by The Code of School Behaviour in accordance with the following standards:

- **All members of the school community are expected to:**
 - conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others
- **Students are expected to:**
 - participate actively in the school's education program
 - take responsibility for their own behaviour and learning
 - demonstrate respect for themselves, other members of the school community and the school environment
 - comply with the Class Dojo System



- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority
- **Parents/guardians are expected to:**
 - show an active interest in their child's schooling and progress by regularly checking Class Dojo and reading the Class Dojo reports
 - cooperate with the school to achieve the best outcomes for their child
 - support school staff in maintaining a safe and respectful learning environment for all students
 - initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
 - contribute positively to behaviour support plans that concern their child
 - inform the class teacher if their child will participate in before and after school care in the common room
- **The school is expected to:**
 - provide safe and supportive learning environments
 - initiate and maintain constructive communication and relationships with students and parents/guardians
 - promote skills of responsible self-management
 - regularly inform parents of their child's Class Dojo progress

Respect for Self

Students are expected to show respect for themselves. Each student will aim for high standards of personal health and social responsibility. If students have issues, they are encouraged to discuss these with their teachers, the coordinator or Principal. We will work together to resolve any issues that may arise.

Respect for Others

Every student attending the International School of Bydgoszcz has the right to do so in a safe, friendly atmosphere. Verbal, physical and sexual harassment or bullying of others will not be tolerated under any circumstances. Any activity that has a negative effect on others will be dealt with according to the severity of the situation.

Respect for Property

Students are expected to respect the privacy and property of other students and the ISoB staff. All texts, equipment, library books and other materials must be cared for and returned when requested. Students are also expected to treat the school grounds and the school building with respect. Littering is strictly forbidden.



All students SHOULD:

- make an honest, consistent effort to do well in all subjects by utilizing their abilities to the maximum extent possible
- attend all classes, punctually
- wait for the teacher's permission to leave class for breaks (failure to do so will result in a minus point on Class Dojo)
- after the break, wait for the teacher in the proper classroom according to the school timetable
- listen and follow the teacher's commands/directions promptly
- stay within the designated area during the breaks
- use the playground equipment responsibly, caring for others
- follow fair-play rules during breaks and team games
- tidy up the classroom after the lesson and leave it clean
- prepare for all classes by bringing all required materials and completing all homework assignments on time (negative point on Class Dojo)
- be responsible for catching up on any work missed in classes as a result of absences due to illness or extra-curricular activities
- display acceptable hall and classroom behaviour and observe all school rules and procedures
- be active and positive rather than unmotivated and negative
- respect the rights and be considerate of the feelings of others in the school community by being courteous and responsible in word and action
- work to solve all interpersonal conflicts and difficulties through the use of dialogue, school counselling services or other rational means
- bring back any things taken from any classroom or borrowed from the school
- keep any electronic items (including mobile phones) in their lockers.
- go immediately to the common room after lessons and only leave with the teacher's permission

Students participating in caring activities before and after lessons are expected to join the class immediately.

All students MUST NOT:

- leave the classroom without teacher's permission (if this is necessary only one person can leave the classroom at a time)
- leave the school building and the school area without the teacher's permission, including the common room



- be rude/impolite to the teacher
- kick, hit or push others, spit, run, shout, or insult others (name-calling)
- run or shout inside the school building
- throw any kind of objects towards others
- take somebody else's belongings without the owner's permission
- use any electrical devices and classroom equipment (computer, projector, screen, etc.) without the teacher's permission and supervision
- destroy or vandalise the plants
- climb any furniture or window sills, or sit on windowsills
- draw on the tables, the walls, the lockers or other pieces of furniture
- slam the door
- slide down the handrail of the stairs
- use any electronic device to record or photograph anyone in the school area without their permission
- use mobile phones or other electronic devices during lessons without the teacher's permission
- do not enter MYP area without permission

Severe Violation of the School Rules

The following are some behavioural examples that are regarded as severe violations of ISoB's rules, with consequences ranging from immediate red card to removal from the school in accordance with the severity of the situation:

- violent or threatening behaviour including bullying, racial harassment or discrimination, or swearing at others
- vandalism or theft
- setting off a false fire alarm or starting a fire
- bringing dangerous items, including chemicals, weapons or replicas of these to school

Consequences for unacceptable student behaviour

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviour to accept responsibility for themselves and their actions



International School of Bydgoszcz uses a range of consequences which include:

- Before giving a minus point, give a warning first (if it's not that serious)
- Minus points on ClassDojo + comment for parents
- Information sent to parents
- Meeting - class teacher/ subject teacher + parents
- Meeting - class teacher + PYP counsellor + parents (teacher's admonition)
- Reprimand from the class teacher
- Meeting - PYP coordinator/ Principal + parents
- Reprimand from the coordinator + meeting with parents
- Written reprimand from the Principal
- Contract with the student and parents with consequences - may happen after each stage(for example: lower behaviour grade)
- confiscation of electronic devices used inappropriately, to be collected by parents at the end of the day
- suspension from the right of taking part in extracurricular school activities or from representing the School outside when the negative behaviour has been consistent, with no improvement, or when parents do not fully cooperate with the school – by not fulfilling previously accepted arrangements. If the student consistently fails to follow the Statute obligations, School regulations, and generally accepted socio-moral rules, the Principal may suspend the student in accordance with the Teaching Staff resolution
- the suspension of students may be applied in the case of a blatant and severe violation of the School Statute regulations or in the case of committing a crime
- severely violating the guidelines of the Statute and school regulations, or consistently disrespecting school duties
- promoting lifestyles contradictory to the school educational programme
- distributing or using intoxicants, alcohol, and other harmful substances
- activities which threaten the good, morality, or safety of other students, including the willful destruction of school property



7.3 Bullying and Harassment policy

ISoB does not tolerate bullying or harassment. All members of the school community are committed to ensuring a safe, supportive environment, based on the school's values of learning, respect and cooperation.

Bullying is defined in ISoB as: behaving regularly/consistently towards other students in a way that makes the other student feel unhappy, through the use of words or physical actions.

Parents are actively encouraged to support the policy through:

- discussion of its meaning and implications with their children
- accepting the school's considered actions when their children are found to be involved in harassment
- working in partnership with the school toward resolution of these difficulties

There are many forms of bullying and harassment, including:

Physical: hitting, pushing, tripping, spitting on others

Verbal: teasing, using offensive names, ridiculing, spreading rumours

Non-verbal: writing offensive notes or graffiti about others, rude gestures

Exclusion: deliberately excluding others from the group, refusing to sit near someone

Extortion: threatening to take someone's possessions, food or money

Cyber bullying: using information and communication technologies to support deliberate, repeated hostile behaviour

Procedures for Dealing with Bullying and Harassment

A student being bullied or harassed can deal with the problem as follows:

- Tell the person firmly that he/she objects to the behaviour, and does not want it repeated
- Report the incident to a member of staff, for example: their form teacher, subject teacher, the school psychologist, PYP Coordinator or the Principal. They can then advise on strategies for dealing with the problem
- If both of the above fail, a formal complaint should be lodged with the PYP coordinator, or the Principal.



When a person is made aware that he/she has been bullying someone else, the following procedures apply:

- He/she is encouraged to understand the problem caused by his/her behaviour (through discussion with PYP Coordinator, Counsellor, Principal and parents) and is instructed to cease it immediately.
- In the event of inappropriate behaviour of a student or any undesirable incident involving him/her, the decisions regarding possible consequences are made by the class teacher.
- In the absence of a satisfactory response, appropriate disciplinary action, involving the Head of PYP or the Principal, is undertaken. This may include being put on 'report' for a specified period of time, or attending counselling sessions with a psychologist, or other more severe consequences as laid out in the Code of School Behaviour.

7.4 Dress Code

Students must be neatly dressed in clothing appropriate for a multi-cultural, international, school environment. The school administration is the final arbiter of what is "appropriate" or acceptable for school.

Clothing must not detract from the school being a serious learning environment. We do not intend at this time to introduce a mandatory uniform at this time. Instead, we want students to take responsibility for following the dress code, while expressing their own style.

The dress code policy is available on the school website.

During official school ceremonies and assemblies formal attire is required (for example: a white shirt or blouse, black or navy blue trousers or a skirt / a dress).

Consequences

Students who are not dressed according to the code will be asked to change into more appropriate attire or cover unacceptable clothing. If the problem occurs again, parents may be invited in to discuss the situation, and further disciplinary procedures may be required as laid out in section.



7.5 Language Policy.

A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there.

Language Policy in Schools, Corson (1999)
(taken from *Programme standards and practices*: B1.20, IB 2005)

At the International School of Bydgoszcz we believe that language is a primary means of communication and learning and as such supports the school's Mission and Philosophy. The school's goal is to help in the development of our students so they become responsible, self-confident world citizens with an established sense of service to others. The acquisition of language is a life-long process and is a central component of the intellectual and personal growth of a human being. Many languages exist side by side within the ISoB community, so students may explore and compare languages and cultures that are associated with them, and this approach makes a significant contribution to whole child development.

In providing quality education in English for children of all nationalities, we acknowledge that English language learners will face a challenge-hence the recognition of the important role that mainstream teachers play in developing students' language competence and a belief in the importance of mother tongue development. The English as a Second Language Department (ESL), Special Educational Needs Department (SEN) and Mother Tongue Support (MTS) focus on developing proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational programme and achieving the academic standards.

English is the language of instruction within the school, and as such the key to students' success in other subject areas lies in their level of competency in this language. English lessons have an obvious role to play in teaching and reinforcing language skills needed in other mainstream subjects.

Every teacher at the International School of Bydgoszcz is a language teacher and recognizes the importance of this role within the IB philosophy. In addition to this, teachers are responsible for adapting their materials and teaching style to take into account the needs of students who are not native speakers of English. Subject teachers are encouraged to correct mistakes in English as well as the content of written work and to provide missing vocabulary where feasible. Teachers should encourage students to speak English in class (except in Polish, French, Spanish or German classes).

By integrating language into every aspect of the curriculum, we are teaching students the importance of culture, diversity, and sensitivity towards others, which in turn enhances their personal growth and cognitive development and facilitates international understanding. Through the strong emphasis on language, our goal is to foster a deep understanding about language and provide an opportunity for enjoyment, creativity and



intellectual stimulation through knowledge of language and literature.

Standard Forms of Language and Handwriting

Students should be exposed to the language and culture of different countries and no one form is considered to be 'standard'. It is necessary for older students to appreciate the different forms of language (for example, British or American English). The style of language a teacher is likely to use depends on where that teacher is from. The teacher will however point out differences in expression or spelling where appropriate.

Students also produce a variety of different forms of handwriting, dependent on previous school experience. Throughout the school all forms of handwriting are acceptable, provided that it is neat and legible.

English as a Second Language Department

English, as the language of instruction, is compulsory throughout the school. The course offered is suitable for students with a variety of English levels, from native speakers to those with a basic command of English. ESL support is offered to students with a limited knowledge of English to help them successfully access the mainstream curriculum.

Host Language

The curriculum is guided by the IBO's Scope and Sequence documents as well as the Polish curriculum documents. Thus, the school takes care to meet the aims and objectives of both the state system and the international system within the school. Polish, as the host language, is offered as part of the curriculum at all grade levels as Language A. It is considered and indeed mandated by law that all students attending compulsory school in Poland have the opportunity to learn Polish.

Additional Languages

All students have the opportunity to learn a foreign language at the school. In PYP, the school currently offers a choice between Spanish and German as Language B. There are course outlines for each language - Polish, Spanish and German, which include suggested content, resources and links to the Areas of Interaction and activities used for assessment. These course outlines are intended to ensure continuity and development of the language courses offered by the school.

Mother Tongue Support

Mother tongue development is central to the development of cognitive skills in children. Students with good mother tongue skills develop good general language skills, including skills in English, the school's language of instruction. Recognition and appreciation of students' mother tongues increases their self-esteem, encouraging them to take pride in their own language and the culture associated with it. Students learn literacy skills best in their mother tongue and the mother tongue is the language in which they can think most easily. The Mother Tongue Support Programme supports the mother tongue of



students whose first language is not English, and its purpose is to help students obtain/maintain fluency in their native language as well as to celebrate and value the student's home cultures. The school makes rooms available for private language lessons, and provides facilities such as a photocopy card which can be borrowed free of charge and audio equipment. The main library may also provide resources (books, CDs etc.) in different languages on request. Teachers throughout the school are encouraged to recognize students' mother tongues and home cultures in lessons and school life.

Parents are encouraged to support their child as much as possible at home in their mother tongue.

Professional Development

Teachers are encouraged to be pro-active in their professional development. The school's strategic plan incorporates a vigorous policy of staff training and development. All teachers are provided with in-service training to look at school policy documents and at IBO workshops to look specifically at certain programme requirements, principles and methods. All subject teachers and administrators in our school are trained in cultural and linguistic awareness, and in the instructional techniques for working with second-language learners.



7.6 Information Technology Policy at ISoB

The technology mission at ISoB is to enable, energize and enhance education. The school provides access to various hardware and software resources, as well as to the internet. The Information Technology policy at ISoB is intended to allow the appropriate use of the technology resources of the school, and students will be encouraged to make use of the internet to support curriculum and research activities, either individually or as part of a group. Students will also be able to access a variety of information sources to which the school has acquired access, including news, selected information databases and holdings from other libraries.

The school believes that the benefits of having access to the internet are huge for both students and educators, but among the vast resources of content on the internet are materials that are not suitable for school-age children. It is not appropriate for students or teachers to purposefully locate material that is illegal, defamatory or offensive. As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines contained within this section.

Accessing Information Technology

Equipment

It is expected that all students will respect the Information Technology equipment with which they have been provided.

Students are encouraged to use the school's computers and network and internet connections for educational purposes. Students must conduct themselves in a responsible, efficient, ethical and legal manner at all times. Unauthorized or inappropriate use of the resources, including violations of any of the guidelines below, may result in cancellation of the privilege and further disciplinary action being taken.

Acceptable Usage Guidelines

- Students may not enter a computer room unless a teacher is present or unless they have permission to do so;
- The computers may not be used for any other purpose other than as directed by the teacher in charge, and students are responsible for their behaviour and communication whilst using the internet;



- Students should not play games or use any other software unless the teacher has given specific permission for this;
- The network and computers may not be used for commercial or profit-making purposes, advertising or political lobbying;
- Students should not tamper with the setup of the computer system or network, and should not seek to cause damage or engage in any unlawful activities, or develop or use any programs that harass other users, infiltrate other computer systems, or cause disruption to the school's network and computing resources;
- Students should avoid intentionally wasting storage, printing, connectivity or processing resources;
- Students should not seek access to restricted areas of the computer network from within or outside of the school;
- The equipment provided should not be swapped around, e.g., changing of keyboards, mice or other equipment from one computer to another is not allowed;
- Transmission or storage of any material in violation of any law or regulation or school policy is prohibited, including but not restricted to pornography or other material that is obscene, objectionable, inappropriate and/or harmful to children of any age;
- Privacy of communications over the internet and the school network cannot be guaranteed, and may be monitored, reviewed and inspected. Files stored on the school's network may also be subject to review and inspection;
- All communications and information accessible via the internet should be assumed to be privately owned property and subject to copyright. Correct attribution of authorship and reference must be observed at all times, without violation of copyright or other contracts;
- Students must not make use of another person's account/ id/ username/password, and should not allow other users to make utilise theirs, or share this information with other people;
- Students are expected to abide by the generally-accepted rules of network etiquette:



Be polite, courteous and respectful in all communications, and use language appropriate to a school situations at all times while using the school's resources



Do not reveal names, addresses, phone numbers, other identifying content or passwords, of yourself or other people, when communicating on the internet, unless approved by the teacher



Do not agree to get together with someone you "meet" online without prior parental approval



Network Folders

The school will issue each student a network folder (sometimes referred to as a home folder) that resides on the school's network. These are administered by the DIA technology team. The purpose of this folder is for students to have a convenient storage location for work and assignments throughout the year, and to develop an electronic portfolio.

The network folder is the personal property of the student to whom access has been granted. No student should attempt to gain access to any other individual's personal network folder. When necessary, access can be gained by school administrators.

Individuals are responsible for backing up their stored data, and it is strongly recommended that all network users purchase and use a USB memory stick of appropriate storage capacity for this purpose. At the end of the academic year, the student should remove all data from their network. A copy of each student's completed electronic portfolio will be retained by the school.

Usage of network folders should be in accordance with the 'Acceptable Usage Guidelines' detailed earlier in this section.

7.7 Academic Honesty

Academic honesty is an essential aspect of teaching and learning in all IB programmes where action is based on inquiry and reflection.

In the Primary Years Programme, students will be introduced to ideas about academic honesty which will guide them through their academic life in the future.

Accordingly, in PYP:

- students cannot bring notes, devices, or any other materials into tests/assessments without the teacher's explicit permission.
- students cannot plagiarise or copy work from other students under any circumstances.
- students are expected to participate actively in group tasks. Students cannot take credit for other students' work produced during group tasks and should be able to present and explain their own contributions.
- students in older grades (Grades 4&5) must clearly acknowledge sources (books; websites; films; articles etc.) used in developing written work, group projects, creative tasks, and presentations. The students will be provided with clear instructions on how to properly acknowledge sources during the development of specific tasks.
- parents cannot provide excessive guidance for homework tasks or complete homework tasks on behalf of their child.



7.8 Library Guidelines

At ISoB the library is considered an essential part of our students' education, providing resources and a wide range of books to encourage a life-long love of reading. It is expected that students will treat the books and resources with respect, use a quiet voice and behave calmly while in the library. Eating or drinking is not allowed in the library at any time.

1. Resources of the school library are lent to the students, teaching staff and the parents of ISoB students.
2. Library materials are *only* lent by the teacher librarian during the library opening hours.
3. Returned publications must be given to the librarian. (*Do NOT put them back on the shelf!*)
4. Each student can borrow any number of books advised by the teacher and also up to 10 books of their own choice, for the duration of one month.
5. Each member of the teaching staff can borrow any number of library books for teaching purposes per unit.
6. Polish textbooks for Mother Tongue Support are lent to the Polish students for the duration of one school year. (G1-8) *Please return these by the due date.*
7. Library materials may be lent to the members of teaching staff for one school year. *Please return these by the due date.*
8. Keeping books past the due date results in suspension from borrowing any books until the overdue ones are returned to the library.
9. Any lost or damaged materials must be replaced or paid for in cash.
10. Reference materials such as dictionaries, encyclopedias, multimedia resources are lent only for use at school. These materials may be lent to *teaching staff* for home use in exceptional cases.
11. All borrowed books/material must be returned to the library *at the latest one week before* the end of the school year.



8 Practical Information.

8.1 The Organised Primary School Student

In order for students to be successful at school and in life they need to organize themselves properly. Here are some tips for students to help them stay organized: **Pack Bag the Night before School**

Make sure you have things ready the night before school. Mornings are normally a rush. Remember to take food and water.

Remember the Correct Equipment

Make sure you have the correct equipment for your lessons i.e. pens, pencils, calculator, correct sportswear for PE or Swimming lessons.

Organize School Work

Make sure you have a folder for each subject so that you can file your work.

Make Lists

When you have a number of things to do it is often useful to make lists of those things. You can check off the things when they have been done.

Take Notes

It is important to have a book (your planner or another note book) to write down your ideas, notes and thoughts. That way you won't forget your fantastic ideas! **Homework**

Have a space at home allocated for doing homework and enough time to complete tasks. Parents need to remember to support and check their child's homework daily.

Spare Clothing

For younger students (G0/G1), please include a change of clothes, which may be kept in the lockers in case of



8.2 School Calendar

School calendar is available on the school website.

8.3 Lunch

The School Lunch is operated by an external provider. It provides pack lunches for students. All information can be obtained from the secretary's office. Students are, of course, also allowed to bring their own meals from home.

8.4 Health Matters

New parents and the parents of returning students, who do not yet have a completed health record, are asked to complete a health form at the beginning of the year. Health records are kept in the Nurse's Office and are held in strictest confidence. This information is recorded and used as a reference when your child attends the nurse. Teaching staff will be informed of special health needs. If there are any changes in a child's health status, it is the responsibility of parents to inform the school. Parents are encouraged to keep unwell students away from school. If a student attends school and is not well enough to participate or is at risk of spreading infection, the nurse will contact parents to collect the student.

No child is to self-medicate at school. Exceptions are older children with allergies, asthma or diabetes that are known to the school. Parents whose children require occasional or regular medication at school need to deliver the medication and the request to administer medication form to the nurse.

If both parents are away from Bydgoszcz (Poland) for any length of time (even as little as overnight), and the children are under the care of a temporary guardian, please notify your child's form teacher/secretary of the emergency contact details during your period of absence.

It is essential that the school be notified of any changes of address or telephone numbers and has reliable up-to-date information.



8.5 Trips*

The school arranges trips for the students from time to time. These may be of a sporting, academic or other nature. All, or part, of the cost of these is usually in addition to school fees. These trips can be in Poland or abroad. Specific permission will be asked from parents for longer trips or day trips that extend beyond the normal school day.

When students are invited to participate in a sports trip or similar event that involves missing regular classes, it is on the understanding that the student takes responsibility for finding out what work they have missed and catching up in a timely fashion.

When invited, parents are expected to attend a meeting about trips that involve overnight stays. They will then understand the purpose of the trip, the actual activities planned, and the behavioural expectations of students on such trips.

Teachers giving up their time to supervise such trips have a great deal of responsibility and deserve cooperation from students and families.

Please be aware that school rules and expectations (School Behaviour Code) apply on all trips and students who misbehave, consume any drugs or alcohol (or are tacitly approving of such activities by being in close proximity to students consuming drugs or alcohol) will be subjected to the normal procedure.

* Due to the coronavirus all the trips may be cancelled during the whole school year.

8.6 Lockers

Lockers are school property and are assigned by the school office at the beginning of the year. Students will be given a locker for the year and a key for this locker. All lockers are clearly labelled with the child's name. Students must use only the locker to which they have been assigned; they are expected to treat it properly by keeping it free from stickers, graffiti, scratches, or other damage. Open food or drinks may not be kept in the locker. If a student fails to observe these rules or loses the key, a student will be billed for the replacement of the key and repair of damage. All students must use their locker for safekeeping of their school materials, PE clothing, and backpacks. If a student forgets his or her key, a master key may be borrowed from the office. If a student loses their key, they will need to order a new key through the main office.

8.7 Visitors

The Principal assures all visitors a warm, friendly and professional welcome to ISoB, whatever the purpose of their visit. The school has a legal duty of care for the health, safety, security and well-being of all pupils and staff. This duty of care incorporates the duty to 'safeguard all pupils from subjection to any form of harm, abuse or nuisance'. It is



the responsibility of the teaching staff to ensure that this duty is uncompromised at all times. In performing this duty, the ISoB recognizes that there can be no complacency where child protection and safeguarding procedures are concerned. To minimize the disruption to school routine and to ensure our security, visits by friends/relatives of students must be requested in advance and permission must be received from the Principal/Head of PYP. We are unable to accept visitors who have not followed this procedure and may, regrettably, have to send them away.

We ask you to accept _____ (name of visiting student),
friend of ISoB student _____ (name of ISoB student),
as a guest student in grade _____ on _____ (max. two days).

I UNDERSTAND THAT:

- he or she must conform with school expectations at all times.
- ISoB does not take any legal responsibility for him or her.
- at any time during her or his visit, the school may withdraw permission at its absolute discretion and without an explanation.
- I can be reached at any time during the visit on the supplied telephone contact number.

Name & Signature of parent/guardian
Address during visit:

Date

Telephone numbers at which I can be contacted at any time during visit



8.8 Mobile Phone & Electronic Devices Policy for International School of Bydgoszcz

At ISoB, we believe in encouraging open-minded, tolerant behaviour in our students along with developing their social and communicative skills. In order to develop these skills, we believe that using mobile phones during the break is not appropriate as this is a solitary activity, the excessive use of which significantly handicaps social relationships.

Mobile phones are therefore banned during all school hours, for classes from G0 up to G5. Grades can use mobile phones for educational purposes only at the teachers discretion. Phones should be kept in the student lockers during school hours, including Common Room and Library times.

The consequences for using mobile phones during school hours without permission from the class teacher or duty teacher range from minus points on the behaviour system to an official reprimand by the Principal for serious violation of the school rules.

The regular procedure is to give the student a warning and ask him/her to put the phone away in their locker. Recurring phone use will result in the student being told to turn the device off and deposit it in the school office for it to be collected at the end of the student's school day.

If there is an emergency, or a student urgently needs to contact their parent, they may ask to call from the school phone in the reception area, or ask their Coordinator or any school teacher to use their phone to contact their parent in this situation.

On school trips, mobile phones are allowed at the discretion of the supervising teachers (depending on the circumstances and the students' conduct).

Any other electronic devices brought to school, may only be used with teacher permission and must be kept in students' lockers at all other times throughout the entire school day.

8.9 Parent – Teacher – School Communication

Contact Procedure

If you need to speak to someone about your son or daughter, please first contact his or her form teacher or subject teacher by e-mail or Class Dojo to arrange a time to meet. You can also speak to her/him at an allocated time when the teacher is generally available. Following that, you may then speak to the coordinator or finally, the principal. According to the health department procedures please try to avoid personal contact with the teachers and arrange all necessary meetings online.

**To contact a subject teacher**

Please call the secretary and the teacher can be contacted to return your call. You can also make an appointment with a teacher through the school secretary. Please respect the privacy of teachers and do not contact them at home. You may contact the teacher directly by school email or Class Dojo about an issue, or to arrange a time to meet.

Contacting you

Please be sure to notify the school of all changes of address, telephone numbers, including office numbers, and email addresses. It is very important that we have information that allows us to contact both parents during the school day in case of an emergency.

Contacting your child during the day

All personal arrangements between parents and children should be made before leaving home. Please do not call in with messages for your child, except in the case of an emergency.

Distance learning

In the event of switching to distance learning in accordance with the regulation of the Minister of National Education, the rules regarding the fulfilment of school obligations remain unchanged.



8.10 Address List

The School Steering Committee

Principal:	Imisława Bugeja	imislawa.bugeja@isob.ukw.edu.pl
Head of PYP:	Anna Śmigielska	ania.smigielska@isob.ukw.edu.pl
Head of MYP:	Marta Dereszyńska	marta.dereszynska@isob.ukw.edu.pl
Head of DP:	Małgorzata Koziół	

The Secretary Office

Secretary:	Karolina Mucha	office@isob.ukw.edu.pl isob@ukw.edu.pl
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