

İSTEK ULUĞBEY PRESCHOOL & İSTEK ULUĞBEY PRIMARY SCHOOL

POLICY DOCUMENT BOOKLET

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İSTEK ULUĞBEY PRESCHOOL AND İSTEK ULUĞBEY PRIMARY SCHOOL ADMISSION POLICY

Purposes

At İSTEK Uluğbey Preschool and Primary School, admission and placement are based on the student's potential to benefit from the learning program, the school's ability to meet the educational needs of the candidate, the fulfillment of specific financial and health-related requirements, and interviews and evaluations (for Grades 1–4). Students aged between 3 and 10 years are eligible for admission. The child's age primarily determines class placement as of September 1.

All preschool students and students transferring from other İSTEK Schools are admitted directly after guidance interviews. Students with special educational needs are accepted based on the school's ability to meet their needs under current conditions. If the conditions are not suitable, families are guided to alternative options in the best interest of the student's well-being. New enrollments are accepted throughout the year based on the criteria mentioned above.

Registration Process

Initial Review

Parents contact the school administration to arrange an appointment for a school visit.

Preliminary Visit

Parents considering enrollment schedule a school visit, during which they are given a tour of the school and introduced to the Principal or Vice Principal.

Interviews and Student Assessment Inventory

Parents make an appointment for an interview and participate, together with their child, in the student assessment activities organized by the Psychological Counseling and Guidance Department.

The school counselor conducts an individual interview with the student and shares the results with the school administration.

In addition to the interview, 4th-grade applicants are required to complete an assessment designed to serve as a foundation for goal-setting and progress tracking before enrollment. Each year, diagnostic studies are conducted to determine students' academic cognitive levels, providing data to ensure heterogeneous class composition.

Applicants to Grades 2, 3, and 4 complete the Candidate Student Information Form.

Applicants to Grade 1 complete the School Readiness

Completion of Enrollment

If parents decide to enroll their child at İSTEK Uluğbey Schools, the enrollment process is completed as follows:

- Completion, signing, and submission of the Registration Form to the school administration
- Payment of the school fee
- Preparation and submission of documents required by the Ministry of National Education to the authorized school officer responsible for registration

The required documents include:

- A photocopy of the child's identification card

- A photocopy of the residence permit (for foreign nationals) and proof of residence (for Turkish citizens)
- For foreign nationals, a citizenship or temporary identification number
- The child's health information
- A photocopy of the child's identification card (duplicate mention retained from original text)

Parents should complete all sections of the application form as thoroughly as possible. They must also obtain original, up-to-date, and stamped reports from the previous school if required. All parents are required to sign the Student Enrollment Agreement, which outlines a shared commitment between the family and the school to cooperate in the best interests of the student.

Scholarship System

İSTEK Schools provide various one-year renewable scholarships to academically successful students who need financial support.

İSTEK ULUĞBEY PRESCHOOL AND İSTEK ULUĞBEY PRIMARY SCHOOL

ASSESSMENT AND EVALUTION POLICY

Introduction

This document outlines the philosophy, guiding principles, and practices that shape our approach to assessment and evaluation. It articulates what we value as a learning community and defines our collective aims in supporting student growth. All teaching staff have collaboratively developed the practices described herein to ensure consistency and shared understanding across the school.

Philosophy

The primary purpose of assessment is to generate meaningful information about learning and teaching. Assessment involves the systematic collection and analysis of evidence of student learning to inform and enhance instructional practices. It identifies what students know, understand, and can do at different stages of their learning journey.

Practical assessment provides valuable insights into what learning entails, how it can best be supported, and how it can be made relevant and meaningful for all members of the learning community. When students actively engage in the assessment process and respond to constructive feedback, they become reflective, self-directed learners. This engagement fosters metacognition, goal setting, and informed decision-making regarding the strategies needed to achieve their learning objectives.

Guiding Principles

- **Assessment as a Continuous Process:** Assessment is an ongoing cycle of gathering, analyzing, reflecting upon, and acting on evidence of learning to guide teaching and support student progress.
- **Collaborative Practice:** Assessment is a shared process involving collaboration between teachers and students to monitor, document, measure, report, and adapt learning.
- **Student Agency:** Students take an active role in assessing and reflecting on their own learning, using feedback from teachers and peers to determine next steps in their learning journey.
- **Holistic Evaluation:** Both learning outcomes *and* the learning process are valued and assessed.

References

Adapted from PYP: From Principles into Practice – Learning and Teaching, International Baccalaureate (2020)

Monitoring Learning

The purpose of monitoring learning is to track students' progress in relation to their personal learning goals and success criteria. This occurs daily through a variety of strategies, including observation, questioning, reflection, discussions with peers and teachers, and providing thoughtful feedback that guides future learning steps.

The tools we use for monitoring include open-ended homework tasks, written and oral assessments, and learning portfolios, which serve as evidence of students' ongoing learning processes.

Documenting Learning

Documenting Learning involves compiling evidence of Learning. Documentation may be physical or digital and can be displayed or recorded through various forms of media.

To make learning visible and explicit, documentation is shared with others. These records reveal insights into the learning process and create opportunities to reconnect learning goals with success criteria.

The tools we use for documentation include student progress booklets and learning journals, which capture the development of understanding over time.

Measuring Learning

Measuring Learning aims to capture what a student has learned within a specific period of time. Not all Learning can—or should—be measured. Measurement tools may be school-designed or commercially produced, but each tool is used to provide additional data that supports a holistic understanding of student achievement and progress.

At Uluğbey School Community, we use both traditional and alternative assessment tools to conduct pre-assessments, formative assessments, and summative assessments, all of which contribute to accurate and meaningful reporting of learning.

Reporting on Learning

Reporting on Learning provides information to the learning community and encourages reflective consideration of the question, *"How successful are we?"*

Reporting defines student progress and achievement, identifies areas for improvement, and contributes to evaluating the effectiveness of the educational program.

Reporting is the most outward-facing aspect of assessment and therefore, must be handled carefully to ensure that students and parents receive clear, accurate, and meaningful information.

Each semester, we support this process by providing development reports that reflect the outcomes of monitoring and documenting student learning.

We continuously strive to strengthen the connections between monitoring, documenting, measuring, and reporting Learning, ensuring that each element meaningfully informs the others and contributes to a coherent and reflective assessment process.

The School Community as Part of Assessment

Approaches to Assessment

Approach to Assessment 1:

Students and teachers use feedback to improve learning, teaching, and assessment. (0404-01)

Approach to Assessment 2:

The school uses a range of varied and appropriate assessment methods aligned with the curriculum, specified learning outcomes, and objectives.

Approach to Assessment 3:

The school manages assessment in a consistent, fair, inclusive, and transparent manner. (0404-03)

Approach to Assessment 4:

Students take advantage of opportunities provided through assessment to consolidate and extend their learning. (0404-04)

(Programme Standards and Practices, 2022, International Baccalaureate Organization)

Why Do We Assess?

A. Purpose of Assessment

Assessment is an integral part of the teaching and learning cycle. It provides valuable information not only about student learning and development, but also to support planning, self-reflection, and collaborative practices within the learning community.

Key elements that enhance student learning include:

- Assessing prior knowledge and experience
- Differentiating instruction to meet individual needs
- Identifying students' strengths and areas for growth and providing opportunities for reflective thinking and goal setting
- Providing students with constructive feedback
- Creating rich and diverse learning experiences that further enhance learning opportunities

Information about Student Learning is Gathered Through:

- Pre-assessment, formative, and summative assessments
- Samples of student work and performance evidence
- Observations and observation records
- Feedback and reflections gathered from parents
- Learning journals
- Development (progress) reports

At İSTEK Uluğbey Schools, a range of student assessment methods is used to achieve the following objectives:

- Assess students' existing knowledge and prior experiences before beginning new learning
- Evaluate new learning and understanding
- Assess student performance in relation to both PYP expectations and national standards
- Identify and address differences in student achievement levels
- Evaluate the effectiveness of the learning program
- Share and celebrate students' accomplishments and progress

B. Principles of Assessment and Evaluation

The Assessment Agreement at İSTEK Uluğbey Primary School is the result of a collective effort by the teaching staff. According to this shared understanding, the primary purpose of assessment is to determine student learning, encompassing knowledge, concepts, skills, and action.

Characteristics of Effective Assessment and Evaluation Effective Assessment:

- Provides feedback to students and teachers for the review and improvement of performance, learning, and teaching practices
- Focuses on both the process and the product of learning, enabling students to demonstrate what they know, understand, and can do
- Incorporates reflection as an essential component of self-, peer-, teacher-, and parent-assessment
- Recognizes and values diverse learning styles as well as cultural and linguistic differences
- It is criteria-based, with clear evidence provided to show the extent to which these criteria have been achieved

What is Assessed in a PYP School?

Throughout the IB PYP Programme of Inquiry, İSTEK Uluğbey Preschool and Primary School work to create opportunities for students to construct meaning through structured inquiry. This is achieved by emphasizing connections between subject-specific knowledge, transdisciplinary skills, and themes.

Transdisciplinary themes serve as the focus for inquiry, helping students connect learning across disciplines. Feedback is provided on student development and performance within each of these areas.

Additionally, feedback is given in relation to the attributes listed in the IB Learner Profile. In developing these learner profile attributes, particular emphasis is placed on self-assessment and reflective thinking, encouraging students to become more aware of their own growth and learning.

At İSTEK Uluğbey Preschool, teachers collect evidence related to each child's development and learning.

The nature of the evidence varies and may include:

- Observation notes
- Photographs of the child
- Drawings or artwork created by the child
- Writing samples
- Language samples
- Video recordings of the student, among other things, are available.

These diverse forms of documentation provide a comprehensive picture of each child's learning journey and developmental progress.

At İSTEK Uluğbey Primary School, we assess student performance and progress in the following subject areas:

Turkish, English, German / Spanish (Grades 2–4), Mathematics, Science, Social Studies, Physical Education, Visual Arts, Music, and Information Technology.

We continue to integrate the attributes of the IB Learner Profile into daily learning experiences. Our school assesses students' development in the following areas:

- Conceptual understanding – exploration of big ideas that transcend traditional subject boundaries
- Acquisition of knowledge
- Mastery of skills – approaches to learning (ATL skills)
- Development of IB Learner Profile attributes through reflection and self-assessment
- Action – evidence of applying learning in meaningful ways
- Performance and growth across all subject areas: Language (Turkish, English, German/Spanish in Grades 2–4), Mathematics, Social Studies, Science, Information Technology, Visual Arts, and Physical Education

When Does Assessment Take Place in a PYP School?

Assessment is a continuous process that enables teachers, parents, and students to identify strengths, areas for improvement, and the overall effectiveness of the learning program.

- **Pre-assessment** takes place *before new learning begins* and aims to uncover students' prior knowledge and experiences. In all grade levels, a variety of methods, such as brainstorming activities and mind/concept maps, are used to determine what students already know.
- **Formative (process) assessment** is embedded in daily learning. It helps teachers and students identify what children currently know, understand, and can do to plan for future learning and development. It also provides data for differentiation and individualized support.
- **Summative assessment** takes place *at the end of a unit or learning process*. It allows students, teachers, and parents to see what has been learned during the unit and to evaluate student progress. It represents the conclusion of a unit or learning cycle — but not necessarily the end of learning within the assessed areas.

Characteristics of Effective Assessment in the PYP

Practical assessment within the Primary Years Programme (PYP) includes the following key characteristics:

- The use of clearly defined and meaningful criteria established in advance
- Ensuring that students not only recall facts and information, but also synthesize and apply what they have learned
- Encouraging reflection and self-assessment
- Focusing on the production of high-quality work or performance
- Providing opportunities for students to express different perspectives and interpretations
- Delivering feedback at all stages of the teaching and learning cycle
- Taking into account student needs, interests, and learning styles (student-centered learning)
- Promoting collaboration between students and teachers
- Gathering and maintaining evidence of student learning and growth toward goals that are jointly identified and understood by students, parents, teachers, and administrators
- Identifying what is worth learning and emphasizing its significance
- Applying backward design principles—defining desired outcomes and goals from the outset and planning learning experiences and assessments aligned with these objectives

How Do Students Demonstrate Their Learning in the PYP?

Students are provided with a wide range of opportunities to demonstrate their learning.

These include, but are not limited to:

- Presentations
- Performance-based tasks
- Portfolios
- Interviews
- Tests
- Formative and summative assessments
- Reflective or learning journals
- Classroom discussions
- The PYP Exhibition at the end of Grade 4

A variety of assessment formats are used to demonstrate what each child knows, understands, and can do.

How Do Teachers Record Student Progress?

Teachers use a range of assessment tools to record and track student development in the PYP. Examples include:

- Rubrics
- Checklists
- Subject- or task-specific assessment criteria
- Forms and templates
- Performance indicators and exemplars
- Anecdotal records

These tools provide valuable evidence of student progress and support consistent, informed evaluation of learning across the program.

How Is Student Progress Reported to Parents and Students?

Reporting is the process of providing feedback related to an assessment.

Effective reporting should:

- Involve parents, students, and teachers as active partners
- Reflect the shared values of the school community
- Be clear, honest, fair, and reliable
- Be transparent and understandable for all stakeholders
- Allow teachers to connect what they have learned during the reporting process with their future teaching and assessment practices

Reporting Practices at İSTEK Uluğbey Preschool and Primary School

Parents are informed about their child's progress and development through the following methods:

Report Cards

Issued twice a year in the format developed by the Turkish Ministry of National Education (MEB).

Progress Reports

At İSTEK Uluğbey Preschool, student progress is evaluated at the end of each unit of inquiry. These reports assess the development of the student's knowledge, skills (approaches to learning), conceptual understanding, and learner profile attributes targeted in that unit.

At İSTEK Uluğbey Primary School, students receive a detailed progress report at the end of each semester, accompanying their official report cards. These reports include evaluations for both units of inquiry and subject-specific areas.

Progress reports also include sections that allow students to reflect on their own learning and provide opportunities for teachers to give detailed, constructive feedback. Additionally, student actions resulting from their learning experiences are documented in these reports.

In the Primary School, an interim assessment report is also prepared twice a year — before the November and April mid-term breaks — providing feedback on students' progress in knowledge, concepts, skills, and action.

In the Preschool, an additional report summarizing each child's overall development is shared with parents at the end of the first and second semesters.

Goal-Setting Conferences

At the beginning of the academic year, Primary School students engage in goal-setting sessions. During these meetings, students reflect on their strengths and areas for improvement and establish new goals for the school year.

Students share these goals and, together with their teachers and parents, plan how to achieve them by reviewing previous academic results, skills, and readiness levels in both academic and non-academic areas.

These conferences take place in an interactive setting involving the student, teacher, and parents, where goals are clarified and personalized.

Students revisit these goals during portfolio presentations held once each semester, reflecting on their progress and setting new goals for continued growth.

Portfolio and Student-Led Conferences

Students share selected pieces from their portfolios with their families during **portfolio presentation days**, held once each semester. These presentations allow students to reflect on and communicate their learning progress and achievements.

(See *Appendix 1 – Portfolio Implementation Guidelines*)

The PYP Exhibition

The PYP Exhibition is a culminating assessment experience completed by students in the final year of the Primary Years Programme in all PYP schools. It serves as an opportunity for students to demonstrate what they have learned throughout the program — the knowledge, skills, and positive attitudes they have developed — and to share their learning with the school community.

During the exhibition, students conduct research on a global issue of their choice within groups and take meaningful action in response to their findings. Teachers at our school act as mentors, guiding and supporting student groups throughout the process.

At the conclusion of the exhibition, students present their projects to the school community and receive PYP Certificates, marking their successful completion of the programme.

Parent Communication and Feedback

At the beginning of each unit, unit goals and newsletters are shared with parents to help them understand the learning expectations. In addition, weekly information emails are sent to parents, keeping them informed about what their children are learning and what they can observe or support at home.

At the end of each unit, Action Feedback Forms are sent to parents. These forms allow families to share observations about how their children have put their learning into action. Both teachers and school administrators review feedback collected through these forms and provide insight into how students apply their knowledge in real life.

This shared feedback process also informs development reports and supports the revision and improvement of units of inquiry.

Parent–Teacher Meetings

Parents, students, and teachers all play an active role in the reporting process, sharing the responsibility for reflecting on learning and student progress. Communication is open, transparent, and reciprocal.

At İSTEK Uluğbey Schools, two formal parent–teacher conferences are held each year. Additionally, numerous opportunities for informal meetings are available throughout the school year. All teachers have designated Parent Meeting Hours scheduled weekly to ensure consistent and accessible communication with families.

Reflective Learning Journals

Students maintain reflective journals throughout the year, documenting their thoughts, experiences, and insights about their learning. These journals serve as tangible evidence of student progress and growth over time.

Assessment Requirements According to the Turkish National Curriculum

In alignment with the Turkish Ministry of National Education (MEB) regulations, the following assessment requirements are applied:

- Student achievement is determined through projects and performance-based tasks.
- All assessment tools and strategies must evaluate students' critical and creative thinking, inquiry, and problem-solving skills.
- Assessment tools used to assess student achievement must be valid and reliable. Teachers develop and use answer keys, rubrics, and checklists based on the intended learning outcomes.
- For students with special educational needs, individualized education programs (IEPs) are developed, and their achievement is assessed according to the outcomes defined in these programs.
- Teachers conduct projects and other activities aligned with the foundations and goals of the Assessment Policy, as well as the learning outcomes of each subject, to evaluate student performance.
- The performance and success of students with special needs are assessed based on their individualized programs and adapted performance tasks.
- For Grades 1–4, all performance tasks and projects are carried out and evaluated under teacher supervision.
- Class participation and performance tasks are taken into account when determining student achievement.
- Students who are unable to participate in Visual Arts or Physical Education lessons due to physical disabilities or other health issues must provide a medical report to verify their condition.
- Students who are not registered as Muslim may be exempted from the Religion and Ethics course in accordance with national regulations.
- In Primary School, students are not excluded based on a lack of academic achievement. Instead, this period provides opportunities for students to develop their interests and skills through both curricular and extracurricular social activities.

References

- Making the PYP Happen: A Curriculum Framework for International Primary Education, International Baccalaureate Organization, 2009.
- PYP: From Principles into Practice – Teaching and Learning, International Baccalaureate Organization, 2020.
- [Republic of Turkey Ministry of National Education – Official Website](#)

Appendix 1.

PORTFOLIO IMPLEMENTATION GUIDELINES

What Does a Portfolio Look Like?

The portfolio reflects students' learning processes and provides an opportunity to observe each student's development over time. It includes a selection of learning experiences and products from various subject areas in which the student has participated.

Student portfolios are maintained as files, but some sections or selected works may also be digital or three-dimensional in form.

The first page of each portfolio includes a section where the student introduces themselves in an original and personal way.

Each portfolio consists of the following sections:

- A "Who I Am" introductory page
- Six Units of Inquiry
- A section documenting the student's development in relation to the IB Learner Profile attributes

How Does the Portfolio Work? What Is Its Purpose?

The portfolio is designed to demonstrate a student's achievement, progress, and reflection on their learning. It includes products that show both the learning process and the learning outcomes. These may consist of activities, assessment tasks, and other forms of student work. The primary purpose of the portfolio is to encourage student reflection. Another important aim is to inform viewers about the student's learning journey.

Each classroom maintains two folders per student:

- One folder contains all student work from different subject areas.
- The second folder is the portfolio, where the student keeps selected work that best represents their learning.

The first page of the portfolio folder is the student's "Who I Am" page.

The portfolio is organized around the six Units of Inquiry, showcasing progress and development over time.

During the final week of each unit, at least one to two class periods are dedicated to portfolio work.

During this time, students review all their work and select the pieces they wish to include in their portfolio.

Students write brief reflection notes on sticky notes explaining *why* they chose each piece and attach them to the corresponding work.

- In Grades 1 and 2, these notes might include statements such as:
• *"I chose this piece because I had fun doing it / found it challenging / learned something new / found the topic interesting."*
- In Grades 3 and 4, students also include what they need to improve in their next piece of work.
- For Preschool and Grade 1 students, reflection notes for the first semester are written by the class teachers.

Students also include their reflective comments in their portfolios.

Students who prefer group work may include collaborative projects in their portfolio.

For work that cannot be physically stored, teachers take a photograph and share it with the student to include in their records.

Each student selects at least four pieces per unit from their class teacher's subjects. Depending on grade level, these may include Mathematics, Turkish, Life Studies, Social Studies, and Science & Technology. Teachers guide students to maintain a balanced selection across subject areas.

While students are primarily responsible for choosing portfolio items, teachers may request specific pieces to be included.

Students must always include their summative assessment tasks in the portfolio, along with the rubrics, checklists, and other assessment tools used. Teacher feedback is an essential component and should go beyond simple praise such as “*Good job*” or “*Well done*.” Effective feedback should offer constructive suggestions for improvement and next steps in learning.

In English lessons, students select at least two pieces per unit for their portfolios. English teachers dedicate one lesson at the end of each unit to selecting these pieces and writing reflection notes. These works may include drawings, written tasks, or video recordings.

After progress and development reports are shared with parents, they are returned to school following the mid-term or semester break and kept in the student’s portfolio folder.

Parent Action Feedback Forms submitted at the end of each unit are also stored in the portfolio. Teachers use these forms when completing the action sections of progress reports. Class teachers ensure that all parents submit these forms at the end of each unit.

Selection of authentic and original work for the portfolio is essential. Worksheets should not be included.

Students’ learning journals are also part of their portfolio, and these must be maintained regularly throughout the year.

Portfolios are kept at school during the academic year and are sent home with the student at the end of each year.

Portfolio Presentations

Portfolio presentations take place twice a year — once each semester.

Students present work from both their class teacher’s lessons and English lessons.

Students bring their portfolio folders to the presentation, share them with their parents, and present selected items in designated presentation areas. One of the items presented must be from an English class.

After the presentation, students return their portfolios to their classrooms.

Parents are asked to complete feedback questionnaires provided after the presentations to share their reflections on the process.

İSTEK ULUĞBEY PRIVATE PRESCHOOL AND PRIMARY SCHOOL

LANGUAGE POLICY

Introduction

This document defines our perspective on language, outlines the key principles that guide language learning, and explains how these principles influence our language teaching practices.

- It provides a framework that ensures consistency of approach across grade levels and subject areas.
- It informs parents about our philosophy and practices, helping them understand the structure and intent of our curriculum.
- It supports teachers in the planning, delivery, and assessment of language instruction.
- It serves as a reflective and developmental tool that guides teachers in evaluating and improving their language practices, supporting professional growth and collaboration.

The principles outlined in this policy reflect the values we uphold and the goals we strive to achieve as a learning community.

Philosophy

At İSTEK Uluğbey Preschool and Primary School, the Turkish National Curriculum is implemented within the framework of the IB Primary Years Programme (PYP).

Language is a tool for inquiry, and it serves as a vehicle for transdisciplinary learning. Therefore, we aim to provide a rich linguistic environment that encourages, nurtures, and supports effective communication and language development.

Teaching and learning are planned to create a balance between students' experiences of:

- Learning language (acquiring language),
- Learning about language (understanding its structure and use), and
- Learning through language (using language as a means to construct meaning).

As language is central to learning, in practice, all teachers are language teachers, each carrying the shared responsibility of fostering effective communication and linguistic growth among students.

Language of Instruction – Turkish

Turkish is the language of instruction at İSTEK Uluğbey Preschool and Primary School. The Programme of Inquiry (POI) provides an authentic and meaningful context for students to develop and use language.

Whenever possible, language is taught within the context of relevant, real-world inquiry units that connect learning to students' experiences and interests.

Language serves as a tool for expressing needs, emotions, ideas, and experiences, as well as for developing and interpreting an understanding of the world. It is essential for the growth of social, emotional, and cognitive skills.

Language is used in different ways across various contexts and audiences, evolving. While language follows specific structural and grammatical rules, it also provides opportunities for creative self-expression. Every individual expresses themselves in a unique and personal way.

The Turkish National Curriculum, as outlined by the Ministry of National Education (MEB), along with the IB Primary Years Programme (PYP) Language Scope and Sequence documents, defines the key expectations that form the foundation of language learning. Language development involves not only the acquisition and application of a range of skills and attitudes, but also the understanding and use of language itself. Language consists of four interrelated skills: speaking, listening, reading, and writing. These skills are further developed as students are challenged to use language to enhance comprehension and engage in effective communication. Just as there are different learning styles in language acquisition, there are also various stages of language development. Each student progresses through these stages at their own pace, developing their language proficiency gradually and individually.

Foreign Language – English

Exposure to languages other than one's mother tongue allows students to gain knowledge of other cultures, to appreciate and respect cultural diversity, and to develop awareness of different perspectives.

(Making the PYP Happen: A Curriculum Framework for International Primary Education, 2007)

Students come to understand and value their own culture and personal stories while remaining open to the perspectives, values, and traditions of other individuals and communities. They become accustomed to exploring and evaluating different viewpoints and demonstrate a willingness to grow through experience.

(Making the PYP Happen: A Curriculum Framework for International Primary Education, 2007)

According to the Turkish National Education Standards, the goals of foreign language teaching are as follows:

- To develop students' listening, reading, speaking, and writing skills in the target language
- To enable students to communicate effectively in that language
- To foster positive attitudes toward language learning
- To instill an enjoyment and appreciation for learning new languages

At İSTEK Uluğbey Schools, English instruction begins at age 3, and English lessons are provided at every grade level.

Since the 2018–2019 Academic Year, a bilingual program titled Crossroads has been implemented across preschool and primary levels.

This program is co-taught by classroom and branch (subject) teachers, enabling students to experience authentic exposure to English. The aim is to help students interact naturally with the language and to perceive it as both a tool for communication and a means of accessing information.

During the teaching of Units of Inquiry, language objectives are determined collaboratively by the class teachers and English teachers. Students engage in learning experiences that support these language goals within bilingual environments.

Furthermore, the school provides translation support for monolingual teachers to ensure consistency and understanding across the learning community.

Elective Second Foreign Language: German and Spanish

In Grades 2, 3, and 4, students participate in two lessons per week of their chosen second foreign language — German or Spanish. The main objective of these lessons is to develop students' language skills and foster a love for learning new languages.

Exposure to languages other than the mother tongue enables students to develop an understanding and appreciation of different cultures, as well as awareness of diverse perspectives.

(Making the PYP Happen – A Curriculum Framework for International Primary Education, 2007)

Through foreign language classes, students not only learn a new language but also gain knowledge about the countries and cultures where English, German, or Spanish is spoken.

Introducing students to these languages and cultures at an early age supports their development as open-minded individuals. They learn to understand and appreciate their own culture and history while remaining open to the perspectives, values, and traditions of other individuals and societies. They develop habits of exploring and evaluating different viewpoints, showing curiosity and a willingness to grow through experience.

(Making the PYP Happen – A Curriculum Framework for International Primary Education, 2007)

Language Learning Goals

Strong language skills encompass the ability to:

- Express one's needs and emotions
- Understand the needs and emotions of others
- Construct, reflect on, and make sense of meaning in the world
- Acquire and share knowledge and skills related to personal interests, enjoyment, and intellectual growth
- Express creativity through writing, song, composition, and other forms

In line with the PYP framework, our goal is to help students develop the knowledge, skills (approaches to learning), and conceptual understanding needed to become individuals who demonstrate the following attributes:

- **Inquirers:** They question the structure and use of language. They use language as a tool to seek information and make sense of the world around them.
- **Thinkers:** They can express their ideas and opinions clearly and thoughtfully.
- **Communicators:** They express themselves effectively in both oral and written forms across a variety of contexts. They listen attentively and speak with confidence and clarity. They read and comprehend different text types and write clearly and accurately, using an appropriate style for the purpose.
- **Risk-takers:** They are willing to read, write, and speak in situations where they may not feel fully confident.
- **Knowledgeable:** They acquire knowledge and understanding of language structures, text types, and literary styles to discuss and analyze them effectively.
- **Principled:** They recognize the power of language and use it responsibly.
- **Caring:** They are aware that their language use can affect others.
- **Open-minded:** They respect differences and similarities between languages, accents, and communication preferences.
- **Balanced:** They express themselves effectively in both oral and written forms, can read and understand various text types, and write for different purposes and audiences.
- **Reflective:** They think critically about their own language development and work to improve their language proficiency.

Principles and Practices of Language Teaching

We believe that students become **effective communicators** by engaging in the following practices:

1.Active Participation:

Students take part in a variety of activities that allow them to engage actively in listening, speaking, reading, and writing.

Our instructional and assessment tasks encourage students not only to reproduce limited language structures but to construct meaningful language actively.

Students select their own reading materials and books to support their reading development and to promote reading for pleasure and inquiry.

2.Targeted Language Support:

In Grades 1–4, identified students participate in weekly Turkish language support lessons conducted individually or in groups with a Turkish language teacher.

Activities and progress are regularly documented, and feedback on the student's development is shared periodically with both the class teacher and parents.

3. The Learning Environment

a. The learning environment is favorable, comfortable, and supportive, and it encourages oral communication.

We aim to build students' self-confidence through:

- Providing positive feedback
- Engaging students in group and pair work activities
- Offering opportunities for presentations, role plays, and performances
- Creating environments for discussion and debate

b. The learning environment includes diverse resources, is text-rich, and offers a print-enriched atmosphere.

- We strive to maintain a well-equipped school library that includes books and reading materials representing a wide variety of text types.
- We integrate technology into language learning.
- We utilize a wide range of instructional resources, including digital databases.

4. Student Participation in Assessment and Continuous Feedback

- We use portfolios, rubrics, and reflective practices to encourage self-assessment.
- We implement a writing process that includes planning, revising, and sharing as a tool for reflection and the development of ideas.

To ensure the acquisition and improvement of these skills, daily Turkish language activities are incorporated into the learning routine under the guidance of teachers.

Examples of such activities include rhymes, poems, finger plays, stories, jokes, and dramas, all of which help students practice and strengthen the targeted language skills.

Through these experiences, students have the opportunity to understand social life, grasp different roles, sequence events, and develop cause-and-effect reasoning in a meaningful and experiential way.

5. Recognition and Valuing of Diverse Language Backgrounds

- Our school library contains books in multiple languages (Turkish, English, German, and Spanish), and resources for students whose mother tongues differ are continually being expanded.
- We use international celebrations as opportunities to promote awareness and appreciation of different languages and cultures.
- Teachers adapt their instructional methods to meet the diverse linguistic needs of students.

6. Integrated Approach to Teaching Language Skills

Language skills are taught through an integrated approach.

Through Units of Inquiry and various English–Turkish language clubs, students have the opportunity to use and apply language skills across different contexts and subject areas.

7. Consideration of Developmental Stages and Learning Styles

We recognize and respect differences in developmental stages and learning styles.

Tasks and learning goals are adapted and individualized to meet the needs of each student and to support personal growth.

8. Teachers as Models of Effective Communication

Teachers model effective communication strategies by demonstrating a variety of reading and writing techniques, showing how to speak and listen appropriately in different contexts, and using language elements correctly and purposefully.

Teachers also expose students to a wide range of literary and non-literary text types to explore and analyze.

English-language clubs offer activities that integrate art, literature, and contemporary topics, providing students with opportunities to experience authentic language use.

Through these experiences, students learn to use English as a practical communication tool that opens doors to other subjects and real-life situations.

Implementation:

Turkish Language Lessons at İSTEK Uluğbey Private Preschool

One of the main objectives of the preschool program is to ensure that students speak and express themselves effectively in Turkish.

Turkish language activities at the preschool are conducted under the supervision and guidance of teachers. Through these activities, students listen to dialogues and participate in communication by responding appropriately.

Turkish language activities are scheduled daily in the preschool curriculum. These activities are designed to help students:

- Use their voices and Turkish language appropriately,
- Express themselves verbally,
- Understand social life, and
- Recognize their roles within society.

The Turkish language program includes a variety of engaging activities such as rhymes, poems, finger plays, stories, and dramas. Teachers provide continuous support to help students become aware of new vocabulary and use new words accurately in daily conversations.

Activities are also implemented to develop students' speaking skills, vocabulary, articulation, and pronunciation, fostering clear and confident communication in Turkish.

Turkish Language Instruction at İSTEK Uluğbey Primary School

The **Turkish Language Program**, supported by clearly defined learning outcomes and well-planned activities, aims to:

- Foster a **love for learning Turkish**,
- Develop **awareness of language learning**,
- Improve students' **listening, speaking, reading, and writing** skills,
- Increase students' **appreciation for the richness of the Turkish language**, and
- Please enable them to **speak effectively, fluently, and accurately**.

Goals of the Turkish Language Program

Through the Turkish Language Program, our school strives to help students become individuals who:

- Comprehend what they read, see, and hear,
- Express their feelings, thoughts, and imagination,
- Think critically and creatively,
- Are responsible and enterprising,
- Live harmoniously with their environment,
- Question and interpret events, situations, and data by connecting them with prior knowledge,
- Have a developed aesthetic sense, and
- Are sensitive to national values.

Curriculum and Implementation

To achieve the targeted goals and learning outcomes, the Turkish Ministry of National Education (MEB) allocates the following weekly hours for Turkish language instruction:

- Grades 1–2: 10 hours per week
- Grades 3–4: 8 hours per week

At İSTEK Uluğbey Primary School, Turkish language lessons are conducted within the framework of the transdisciplinary inquiry program, integrating these time allocations into meaningful learning contexts.

Support for Non-Native Turkish Speakers

The majority of our students are Turkish citizens, and therefore Turkish is their mother tongue. However, international students are also able to express themselves comfortably within our school community.

For students whose mother tongue is not Turkish, the school provides the following support mechanisms:

- Additional lessons, small-group, or individualized instruction when necessary;
- Level-appropriate books, reading materials, and worksheets;
- Individual learning plans are designed collaboratively by the classroom teacher, parents, and relevant staff, tailored to the student's needs. These plans are also shared with the Guidance and Psychological Counseling Department for coordination and support.

Support for Foreign Teachers

Our school supports foreign teachers through various orientation activities and, when needed, translation assistance, ensuring smooth communication and effective collaboration across the learning community.

English Language Instruction at İSTEK Uluğbey Private Preschool and Primary School

At İSTEK Uluğbey Private Preschool and Primary School, our goal is to develop and enrich students' English language skills by incorporating the IB PYP guidelines, Language Scope and Sequence documents, Ministry of National Education (MEB) regulations, and the Common European Framework of Reference for Languages (CEFR).

We aim to ensure that every student reaches a level of reading readiness and language proficiency that meets the minimum CEFR standards, enabling them to use English effectively at an international level.

Program Structure

At İSTEK Uluğbey Primary School, the English program is taught by both native English-speaking teachers and qualified Turkish teachers who are specialists in language instruction and skilled at making learning meaningful, engaging, and enjoyable.

In the classroom, communication is encouraged through a student-centered approach that integrates drama, music, dialogues, games, and both individual and group work.

We continuously monitor students' language development through projects and portfolio work.

In addition, we aim to create a learning environment where English is used naturally as part of daily life, helping students perceive it as both a means of communication and a tool for accessing knowledge.

Recognizing students' diverse learning styles, we enhance classroom learning with technology, including interactive whiteboards, tablets, and videos, while actively using web-based platforms.

Through these digital learning environments, students are provided with rich opportunities that extend beyond the classroom.

Instructional Approach

Lessons are planned according to a student-centered, inquiry-based, and constructivist approach.

We ensure that every student actively participates and engages in the learning process. Recognizing that students learn in different ways, lesson plans are designed to support individual needs.

Visual, auditory, written, and kinesthetic materials are used in an integrated way to make learning enjoyable and accessible for all learners.

Differentiation and Bilingual Learning

In classrooms that include bilingual learners, supplementary materials are provided to support language development in alignment with the topics being studied.

For students with lower language proficiency, a variety of differentiated strategies are implemented to ensure progress.

Grouping students according to skill levels allows teachers to focus more effectively on those needing additional support, while enabling more proficient students to progress at their own pace.

Strategic grouping also encourages stronger students to assist their peers in achieving shared goals.

The Bilingual Program – Crossroads

Since the 2018–2019 Academic Year, a bilingual program titled Crossroads has been implemented across both preschool and primary levels.

This program is co-taught by classroom and subject teachers, providing students with authentic opportunities to interact with English in natural, everyday contexts.

The program aims to increase students' exposure to English and to help them view the language as both a communication tool and a gateway to information.

Weekly English and Foreign Language Instruction

- **Grades 1–4:** 12 hours of English per week
- **Grades 2–4:** In addition to 12 hours of English, students take **2 hours per week** of their chosen second foreign language — **German or Spanish**.

Collaborative Planning and Teaching

Turkish and native English-speaking teachers collaborate weekly to plan and deliver lessons together.

The Programme of Inquiry is implemented bilingually, in both Turkish and English, ensuring that language learning is integrated meaningfully into the overall curriculum.

Preschool (Early Years)

At İSTEK Uluğbey Preschool, our goal is to provide children with a strong foundation in English, one of the most important skills for understanding the world from an early age.

To be able to use and think in a second language alongside one's mother tongue, exposure to that language should begin as early as possible.

In our preschool, students participate in an intensive English program led by Turkish teachers. The program includes drama, music, games, stories, puppetry, articles, and picture cards, offering engaging and meaningful experiences.

An English-speaking environment is further supported through activities and play conducted by foreign (native English-speaking) teachers, creating authentic opportunities for communication.

Students are encouraged to use English naturally and to enjoy speaking the language in a supportive atmosphere.

Since the 2018–2019 Academic Year, a bilingual program titled Crossroads has been implemented for our 3-, 4-, and 5-year-old age groups.

This co-teaching model, delivered collaboratively by classroom and subject teachers, provides a natural learning environment where students are increasingly exposed to English.

The aim is to help children interact with English authentically and perceive it as both a communication tool and a means of accessing information.

The 4–5-year-old preschool groups participate in a 27-hour weekly English program, while the 3-year-old group takes part in a 23-hour weekly English program designed in alignment with the school’s overall curriculum.

German and Spanish at İSTEK Uluğbey

Instruction in German and Spanish is offered as elective courses in Grades 2, 3, and 4, with two lessons per week.

As in English, the aim of these lessons is to develop students’ speaking, writing, listening, and reading skills in the target language.

Modern technology and educational tools are used to support the development of students’ language and communication skills in these new languages.

References

- IBO PYP Language Scope and Sequence
- IBO Guidelines for Developing a School Language Policy
- Making the PYP Happen: A Curriculum Framework for International Primary Education
- Turkish Ministry of National Education (MEB) Language Guides

İSTEK ULUĞBEY PRESCHOOL AND PRIMARY SCHOOL LANGUAGE SUPPORT POLICY

Language Support Policy

At İSTEK Uluğbey Preschool and Primary School, we respect the individuality of every child and value the unique talents and strengths that each student brings to the classroom. Recognizing that students learn in different ways, lesson plans are designed to support the needs of all learners. Visuals, sounds, written texts, and kinesthetic activities are used in an integrated and engaging manner to ensure that learning is stimulating, interactive, and thought-provoking for every student.

Differentiated Instruction

We acknowledge that each student may begin the academic year at a different level. Therefore, instruction is differentiated to meet the diverse learning needs of students and to support their continuous progress throughout the year.

Adjustments may be made based on the expected outcomes, the type and complexity of questions, the level of teacher support, the time allotted for task completion, and group or pair work.

Our teaching approach is rooted in student-centered learning and supported by strategies such as group work, extra reading practice, class presentations, and independent projects that empower students to take ownership of their own learning.

Skill-Based and Strategic Grouping

Grouping students according to skill levels allows teachers to work more intensively with those who require additional support while enabling others to progress at their own pace.

Strategic grouping provides opportunities for more advanced students to assist their peers toward a shared learning goal.

Our year-round study support program further enables students to work individually or in small groups with their teachers, providing personalized instruction that helps them achieve class objectives.

Through these approaches, we aim to ensure maximum participation and success for every student.

Support for Bilingual Learners

In classrooms with bilingual students, supplementary materials and level-appropriate reading books are provided to help them develop their language proficiency according to their individual needs and current levels.

Language Corners and Learning Resources

To promote language development, language corners are established in classrooms, equipped with visual and auditory materials.

Resources such as puppets, posters, and story cards are made accessible to both teachers and students, supporting interactive and engaging language learning experiences.

ISTEK ULUĞBEY PRESCHOOL AND PRIMARY SCHOOL PSYCHOLOGICAL COUNSELING AND GUIDANCE POLICY

Purpose

The purpose of the Psychological Counseling and Guidance Policy is to support the holistic development of each student by addressing their academic, social, emotional, and personal needs. Within the IB framework, guidance services aim to help students become self-aware, balanced, and responsible individuals who can make independent and ethical decisions.

Philosophy

At ISTEK Uluğbey Schools, the Guidance and Psychological Counseling Department works in line with the belief that every student is unique and valuable. The department focuses on preventive, developmental, and supportive practices rather than corrective ones. It aims to create a safe and inclusive school environment where all students can thrive emotionally and socially.

Objectives

- To provide individual and group counseling to students in need of emotional or academic support.
- To guide students in developing positive communication skills, self-awareness, and problem-solving abilities.
- To support students in understanding their strengths, areas for improvement, and learning styles.
- To organize seminars and workshops for parents and teachers on topics related to child development, mental health, and effective communication.
- To collaborate with families, teachers, and administrative staff to ensure the well-being and success of each student.
- To monitor students' emotional, social, and academic development throughout their school life.

Implementation

- Counseling services are offered through scheduled sessions, classroom activities, and individual interviews.
- The department maintains strict confidentiality in accordance with professional ethical standards.
- When necessary, the school counselor refers students to external professionals or institutions with parental consent.
- Guidance practices are evaluated annually to ensure their alignment with the school's mission, vision, and IB principles.

Ethical Principles

- Respect for individual differences and confidentiality.
- Acting in accordance with professional standards of psychological counseling.
- Avoiding any form of discrimination, labeling, or bias.
- Ensuring collaboration between students, families, and teachers within a framework of trust and respect.

ISTEK ULUĞBEY PRESCHOOL AND PRIMARY SCHOOL SUPPORT PROGRAMS – SPECIAL EDUCATIONAL NEEDS POLICY

Purpose

The purpose of this policy is to ensure that all students, regardless of their individual learning differences or special educational needs, have equal access to quality education within the IB framework. The policy outlines the principles and practices through which ISTEK Uluğbey Schools identify, support, and monitor students requiring additional educational assistance.

Philosophy

At ISTEK Uluğbey Schools, inclusion is at the heart of our educational philosophy. Every student is entitled to learn in a supportive, respectful, and inclusive environment that values diversity and promotes equity. Our school recognizes that differences in learning styles, pace, and abilities enrich the learning community and provide opportunities for collaboration and empathy.

Objectives

- To identify students with special educational needs (SEN) through observation, teacher feedback, and diagnostic assessments.
- To prepare individualized education plans (IEPs) based on each student's strengths and developmental areas.
- To ensure coordination between classroom teachers, support teachers, and the counseling department in implementing the IEP.
- To adapt teaching methods, materials, and assessment tools to meet individual learning differences.
- To provide additional in-class or out-of-class support programs when necessary.
- To establish regular communication with families about the student's progress and support strategies.

Implementation

- The identification process begins with teacher observations, parent communication, and, when necessary, external expert evaluations.
- An Individualized Education Plan (IEP) is prepared collaboratively by teachers, the counselor, and the parents.
- Progress is monitored through regular meetings and documented in student development reports.
- Modifications and accommodations are applied to classroom activities, homework, and assessment methods.
- Teachers receive professional development on inclusive education, differentiation, and classroom management.
- Confidentiality and respect for student privacy are strictly maintained at every stage.

Collaboration and Monitoring

- The Guidance and Counseling Department coordinates the overall process of support services.
- Families are informed about the support plan and encouraged to participate actively.
- Teachers share regular feedback and progress data with the SEN team.
- The effectiveness of support programs is reviewed annually to ensure consistency with IB inclusion policies.

Ethical Principles

- Equal educational opportunities for all students.
- Respect for diversity and individual learning differences.
- Collaboration among school staff, families, and external specialists.
- Protection of student confidentiality and personal data.

İSTEK ULUĞBEY PRESCHOOL AND PRIMARY SCHOOL ACADEMIC INTEGRITY POLICY

Introduction

With the rapid development of technology, access to information has become easier, and the amount of available knowledge has increased significantly. While new knowledge is produced by building upon existing sources, it is essential to protect the rights of those who create information.

At İSTEK Uluğbey Preschool and Primary School, we uphold the principles of academic honesty to ensure that the work and ideas of individuals and institutions are respected. Our school fosters a culture of respect for intellectual property and encourages all students to produce original work.

All members of our school community — teachers, students, and parents — act in accordance with the principles outlined below.

Expectations for Students

Students:

- Value and prioritize original work.
- Please take responsibility for completing their own assignments.
- Do not copy information directly from sources; instead, use it to create new ideas.
- Learn and apply information literacy skills.
- Use internet resources responsibly and understand how to evaluate websites (with teacher or parent support).
- Show respect for others' work.
- Do not present others' ideas as their own.
- Do not use others' work without permission.
- Acknowledge sources used in their work (with teacher or parent support).
- Learn how to prepare a bibliography.
- Demonstrate respect and honesty toward different perspectives.
- Submit only original work for assessment and evaluation.

Expectations for Teachers

Teachers:

- Embrace and model the principles of academic integrity and raise students' awareness of them.
- Produce, share, and present original work of their own.
- Require students to cite sources used in their projects and assignments.
- Do not use or distribute illegally produced materials, such as unauthorized books or DVDs.
- Treat all students consistently and fairly.
- Cite the sources used in their own lessons and instructional materials.

Expectations for Parents

Parents:

- Support their child in identifying sources and producing original ideas when preparing assignments.
- Do not complete assignments on behalf of their child, but provide guidance and encouragement.

Responsibilities of the School

The school:

- The program provides training for teachers on the academic integrity policy.
- The organization holds information sessions for parents on academic honesty.
- Ensures a supportive learning environment for students.
- Maintains fairness and consistency in implementation.
- The organization allocates a budget for necessary learning resources.

Student Education and Support

Student Training

At the beginning of each academic year, students receive Academic Integrity Education led by the school librarian, tailored to their age group.

In this process, mistakes are viewed as part of learning, and students are given guidance and support. Academic integrity expectations are defined according to age and developmental level.

Preschool (Ages 3–5)

Students express the sources of their information both verbally and visually.

Example 1:

“Penguins hatch from eggs.”

Reference: *Meraklı Minikler* Magazine

Example 2:

“A chicken has two legs.”

Reference: *My Mom* (Mother’s Name and Surname)

Primary School

Grade 1:

In the first semester, students indicate their sources verbally; in the second semester, they begin to write their references. The student writes only the name of the book or printed material.

Example: Elif Goes Camping

Grade 2:

The student provides both the book title and the author’s name.

Example: Elif Goes Camping, Liane Schneider

Grade 3:

The student lists the book title, author, and page number(s).

Example: Elif Goes Camping, Liane Schneider, pp. 15–16

Grade 4:

The student provides the book title, author, page numbers, and publisher.

Example: Elif Goes Camping, *Liane Schneider*, pp. 15–16, *Türkiye İş Bankası Publishing Magazine*

Example: *Meraklı Minik Magazine*, May 2017

Website

Example: www.nationalgeographic.com/ (20/12/2017)

Painting or Photograph

Example: Vincent van Gogh, *The Starry Night*, 1889

Student Support

Our school community maintains a consistent approach toward student mistakes. If a student submits non-original work, the submission is not accepted. Such work is reported to the parents and the classroom teacher.

When a student is observed struggling with or making a mistake concerning academic integrity, both the librarian and the classroom teacher are informed.

The classroom teacher and the librarian provide support to the student where guidance is needed and monitor the student's progress throughout the development process.

Relationship Between the Academic Integrity Policy and Other School Policies

Connection with the Assessment and Evaluation Policy:

Non-original work is not considered a student product and therefore is not evaluated.

Connection with the Admissions Policy:

During the admissions process, parents and students are informed about the school's Academic Integrity Policy, including its philosophy, principles, and implementation practices.

Connection with the Language Policy:

Students know how to cite sources correctly and how to indicate references accurately in their bibliographies.

ISTEK ULUĞBEY PRESCHOOL AND PRIMARY SCHOOL INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) POLICY

Philosophy

In the Primary Years Programme (PYP), Information and Communication Technology (ICT) provides teaching and learning opportunities that allow students to inquire, discover, communicate, organize, and take responsibility for their own learning in daily life. Therefore, the use of ICT enables students to conduct simple research and inquiry activities across various areas of the curriculum.

At ISTEK Uluğbey Schools, there is an ICT course for every grade level. These lessons aim to teach fundamental ICT skills and ensure the integration of technology into the PYP curriculum.

All teachers are responsible for integrating ICT meaningfully into their own lessons, while the ICT teacher coordinates and supports this process.

Advantages of ICT

- ICT enhances students' learning experiences across the curriculum.
- ICT provides diverse teaching and learning experiences for students.
- ICT offers tools that support the development of creativity.
- ICT can motivate students.
- ICT empowers students, increases their self-confidence, and encourages positive attitudes toward learning.
- ICT improves accessibility for students with learning difficulties.
- ICT offers potential for effective group work and collaborative learning.
- ICT supports different learning styles and learner types.

ICT Use Strategies

- Students use technology as a tool for active learning, rather than passively receiving information from it.
- Students use technological tools to collaborate with others as well as to work individually.
- Students use technology to connect their learning activities with the real world beyond the classroom.
- Every class in the preschool and primary school attends ICT lessons weekly.
 - In preschool, the 4–5 age group has one 40-minute ICT lesson per week.
 - In primary school, each grade has one 40-minute regular ICT lesson and one 20-minute CrossTech lesson weekly.
- Coding and robotics activities are approached in relation to creativity and problem-solving skills.
- All teachers are responsible for meaningfully integrating ICT into their lessons, coordinated by the ICT teacher.
- ICT is planned and delivered as an integral part of each curriculum to support and enrich every child's learning.
- All students are given equal access to carefully evaluated ICT resources.

Acceptable Use

Teacher Responsibilities

- Teachers or school administration may access student accounts when deemed necessary.
- Students are not allowed to use ICT labs unsupervised.
- Resources used during ICT lessons must be educationally focused.
- All teachers are expected to make efforts to integrate technology into the curriculum.
- Teachers will provide technical support and assistance to students whenever possible.

Student Responsibilities

- Students must not share their passwords with anyone.
- Students must not access another person's account without permission.
- If a student suspects that someone has accessed their account, they must inform the teacher immediately.
- Students must log out at the end of each lesson.
- All documents must be saved and closed properly once completed.
- Students must not delete or alter any settings on computers.
- If a problem occurs, a teacher or technician must be notified immediately.

Being a Responsible Digital Citizen — Demonstrating IB Learner Profile Attributes

To be a responsible digital citizen, students are expected to demonstrate the attributes of the IB Learner Profile in their online behavior and communication.

Inquirers, Knowledgeable, and Thinkers

To demonstrate that you are an *Inquirer*, *Knowledgeable*, and *Thinker* as a responsible digital citizen, you should:

- Develop the ICT skills necessary to use online services effectively.
- Share your knowledge and contribute valuable information to your group. Support your ideas with facts and reliable sources.
- Carefully evaluate how you present concepts, ideas, and issues of local and global significance.
- Keep records of the content you share that relate to the goals of the groups you belong to.
- Act as a mature, informed member of the IB learning community by reflecting this in your tone, content, and interactions.

Communicators

To demonstrate that you are a *Communicator*, you should:

- Collaborate effectively and willingly with others. If you do not understand a discussion post, write a message asking for clarification.
- Use clear language that is understandable and sensitive to different cultures.
- Communicate only with people within your groups and those you know personally. Do not accept friend requests from people you do not know.
- Follow social norms in your online interactions. Avoid using ALL CAPS or multiple exclamation marks, as these can be interpreted as shouting.
- Be cautious with humor or sarcasm, as these may be misunderstood online.
- Review discussion threads before posting to avoid repetition.
- Check for spelling errors before submitting your post — most platforms have built-in spell checkers.
- Minimize abbreviations (e.g., use *laugh out loud* sparingly instead of “LOL”).

Principled

To demonstrate that you are *Principled*, you should:

- Show ethical behavior and a strong sense of justice toward others.
- Respect the dignity and honor of other individuals and their ideas.
- Keep personal information private (e.g., contact details, email addresses, or information about family and friends).
- Create strong passwords and keep them confidential — avoid easy ones like “password1”.
- Obtain photo, video, and social media sharing permission from parents before the start of the school year.
- Be aware that internet speed may vary around the world when sending large files (e.g., images, videos).
- Cite all sources when using material protected by copyright (text, images, or media).
- Immediately report any content or behavior that makes you feel uncomfortable or that you find inappropriate to your group supervisor.

Open-Minded

To demonstrate that you are *Open-Minded*, you should:

- Share your opinions so that other group members can gain awareness and respond thoughtfully.
- Respect and carefully evaluate the views, values, and traditions of others.
- Understand that others’ ideas may differ from yours, and exposure to different perspectives is a valuable part of the learning process.

Caring

To demonstrate that you are *Caring*, you should:

- Show empathy, compassion, and respect for others' feelings in your online interactions.
- Be polite and considerate toward one another. Before posting a comment, ask yourself whether you would say the same thing to someone's face.
- Offer corrections kindly when mistakes appear in shared work.

Risk-Takers

To demonstrate that you are a *Risk-Taker*, you should:

- Communicate with confidence and intuition.
- Explore new roles (e.g., creating a group), ideas, and strategies to make the most of the internet.
- Defend your opinions using facts and reasoning, not emotions.

Balanced

To demonstrate that you are *Balanced*, you should:

- Recognize the importance of maintaining balance between different opinions.
- Understand that diverse perspectives promote broader understanding and awareness.

Reflective

To demonstrate that you are *Reflective*, you should:

- Share only content that is relevant to your group's purpose.
- Appreciate cultural diversity thoughtfully — reread your posts before sending to ensure they cannot be misunderstood.
- Acknowledge the existence of different viewpoints and show respect for others' ideas.
- If you find a discussion confusing or disturbing, ask for clarification before responding.
- Remember: anything inappropriate in the classroom is also inappropriate online.

References

- The Role of ICT — IBO Publications
- IBVC: Digital Citizens and the IB Learner Profile

ISTEK ULUĞBEY PRESCHOOL AND PRIMARY SCHOOL BEHAVIOR POLICY

Purpose

The purpose of the Behavior Policy is to promote a positive, respectful, and safe school environment where all students can learn and grow to their full potential. The policy establishes the behavioral expectations, responsibilities, and disciplinary procedures necessary to maintain harmony, fairness, and mutual respect within İSTEK Uluğbey Schools.

Philosophy

İSTEK Uluğbey Schools believe that discipline is not about punishment but about guidance, self-regulation, and responsibility. The school aims to nurture internationally minded students who demonstrate respect for themselves, others, and their environment, in accordance with the IB Learner Profile attributes.

Positive behavior is reinforced through encouragement, empathy, and collaboration, while undesirable behavior is addressed through fair, consistent, and restorative practices.

Objectives

- To help students develop self-control, responsibility, and respect for others.
- To create a school climate based on kindness, honesty, and cooperation.
- To prevent behavioral issues through proactive classroom management and communication.
- To provide a clear framework for managing behavioral incidents.
- To ensure all staff members model appropriate behavior and uphold school values.

Behavioral Expectations

- Respect all individuals regardless of differences in opinion, background, or belief.
- Follow school rules and classroom procedures responsibly.
- Use respectful language and behavior toward peers, teachers, and staff.
- Protect school property and materials.
- Act with integrity in academic and social settings.

Positive Reinforcement

- Praise, verbal acknowledgment, and positive feedback.
- Certificates, recognition, or house points (if applicable).
- Opportunities for leadership, responsibility, and peer mentoring.

Disciplinary Procedures

If inappropriate behavior occurs, the following steps are applied according to the severity and frequency of the incident:

1. **Verbal warning or reminder** by the teacher.
2. **Written reflection or behavior report** to help the student recognize the impact of their actions.
3. **Parent communication** by the teacher or counselor.
4. **Meeting with the student, counselor, and administration** to plan corrective measures.
5. **Temporary restriction** from certain school privileges or activities if necessary.

All disciplinary actions are based on restorative principles — the goal is not to punish but to help students learn from their mistakes and make amends.

Collaboration and Support

- Teachers, parents, and counselors work together to understand the root causes of behavioral issues.
- Guidance services support students in developing social-emotional skills and self-regulation.
- The school regularly organizes seminars and workshops on empathy, conflict resolution, and peer relationships.

Ethical Principles

- Fairness, consistency, and respect in all disciplinary actions.
- Protecting student dignity and privacy.
- Promoting empathy, communication, and accountability.
- Ensuring that behavioral interventions align with the school's mission and IB philosophy.

İSTEK ULUĞBEY PRESCHOOL AND PRIMARY SCHOOL HOMEWORK POLICY

Purpose

The purpose of the Homework Policy is to ensure that homework supports the academic, personal, and social development of students, in alignment with the IB philosophy of inquiry-based and balanced learning. Homework is designed to reinforce classroom learning, foster independent study habits, and encourage responsibility, time management, and self-discipline.

Philosophy

ISTEK Uluğbey Schools view homework as an extension of the learning process rather than a repetitive task. Homework assignments are purposeful, meaningful, and appropriate to the student's age, level, and individual needs. The goal is to strengthen understanding, promote curiosity, and connect school learning with real-life experiences.

The school also acknowledges the importance of students' family time, rest, and extracurricular engagement; therefore, homework load is planned carefully to ensure balance.

Objectives

- To reinforce and consolidate learning from classroom activities.
- To encourage independent inquiry and self-directed learning.
- To develop responsibility, time management, and study habits.
- To enhance creativity, critical thinking, and problem-solving skills.
- To strengthen the connection between school, home, and community.
- To provide feedback on student progress and learning outcomes.

Implementation

- Homework is given in a structured and age-appropriate manner, consistent across grade levels.
- Assignments are designed to reflect inquiry-based learning and the IB Learner Profile attributes.
- Teachers clearly communicate the objectives, expectations, and deadlines for each task.
- Students are expected to complete and submit their homework on time, with academic honesty.
- Feedback is provided to guide improvement rather than merely assign grades.
- The total amount of homework is monitored to prevent overload and ensure student well-being.

Roles and Responsibilities

- **Students:** Complete assignments responsibly, manage time effectively, and seek clarification when needed.
- **Teachers:** Assign purposeful and balanced homework, provide feedback, and coordinate across subjects.
- **Parents:** Support students in developing regular study routines without doing the work for them.
- **Administrators:** Monitor consistency and appropriateness of homework practices across grade levels.

Evaluation and Review

- Teachers and the academic coordination team regularly review homework practices.
- Student and parent feedback are taken into account to ensure effectiveness and fairness.
- Revisions are made when necessary to align with IB philosophy and school goals.

Ethical Principles

- Promoting fairness and equality among students.
- Encouraging intrinsic motivation and responsibility rather than compliance.
- Ensuring that homework contributes positively to student well-being and learning outcomes.

İSTEK ULUĞBEY PRIVATE PRESCHOOL AND PRIMARY SCHOOL INCLUSION POLICY

PHILOSOPHY

The foundation of the İSTEK Preschools and Primary Schools Inclusion Policy is based on the principle that our educational processes must be restructured to meet the needs of all children, regardless of gender, language, religion, ethnic origin, residence, health condition, or socio-economic background.

Our schools provide equal learning opportunities for students at all levels, taking into account their individual differences. In this regard, the entire school community benefits from and is guided by the IB Learner Profile.

Our goal is to create an educational environment where students with diverse developmental abilities and those with typical developmental progress are:

- Accepted and supported by the entire school community,
- Included in the learning process,
- Able to communicate and engage actively,
- Provided with the support they need, and
- Encouraged to reach their full academic and personal potential.

The well-being and holistic development of all students constitute the core objective of this inclusion policy.

NATIONAL AND INTERNATIONAL LEGAL REQUIREMENTS

UNESCO (2005) Definition of Inclusive Education:

“Inclusive education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures, and strategies, with a common vision that includes all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children.”

United Nations Sustainable Development Goals (2015) – Goal 4: Quality Education

Quality education cannot be considered truly equal and inclusive unless it ensures equitable access for all, particularly for the most vulnerable and socially excluded groups.

Articles 23 and 28 of the United Nations Convention on the Rights of the Child

Article 23:

States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life in conditions that ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.

Article 28 (1):

States Parties recognize the right of the child to education and agree that such education shall be achieved progressively and on the basis of equal opportunity.

2) Considerations in the Implementation of Inclusive Education

a) Individuals requiring special education shall continue their education in the same institutions as their peers without disabilities.

b) Individuals requiring special education may continue their education full-time in regular classrooms with their peers or part-time in special education classes.

Part-time inclusion allows students to attend specific lessons or extracurricular activities together with their non-disabled peers.

c) Educational programs shall be designed according to the student's educational performance and priority needs.

ç) Students who continue their education through inclusion shall follow the regular school curriculum if they study in mainstream classrooms.

If they attend special education classes, they shall follow the curriculum outlined in Articles 26 and 27 of the regulation, according to the class type.

Based on these programs, Individualized Education Plans (IEPs) are developed in line with students' performance levels and needs.

d) Schools and institutions implementing inclusive education shall establish an IEP Development Unit in accordance with Article 73 of the regulation.

e) Schools and institutions providing inclusive education shall make the necessary physical, social, and psychological arrangements suitable for students' disabilities.

These institutions shall also provide special equipment, educational materials, and support rooms.

f) School personnel, other students, and parents in schools and institutions implementing inclusion shall be informed about the characteristics of students with special needs.

The planning and implementation of individualized education are carried out in coordination with the Guidance and Research Center (RAM) and the school's IEP development team.

g) Students receiving inclusive education shall be distributed equally among classrooms, with no more than two such students per class.

ğ) In preschool classrooms where two students with special needs are present, the total number of students shall not exceed 10.

In other grade levels, classrooms with two students requiring special education support shall not exceed 25 students. If there is only one student with special needs, the class size shall not exceed 35 students.

h) Necessary arrangements shall be made to provide support for education programs.

These programs may include in-class assistance as well as additional support education sessions outside the classroom.

i) Appropriate measures shall be taken for all students attending schools and institutions providing inclusion.

Students receiving inclusive education shall participate in specific courses and social activities together with their non-disabled peers as part of the inclusive education framework.

i) The tools, equipment, materials, teaching methods, and assessment techniques used in inclusion programs shall be adapted to the type of disability, educational performance, and needs of the students.

j) In special education schools and basic education institutions, inclusion programs may also be provided for non-disabled students, allowing shared or separate learning experiences in classrooms with students who have disabilities.

United Nations Sustainable Development Goals (2015) – Goal 4: Quality Education

“Quality education cannot be considered equal unless it is inclusive of all, particularly the most vulnerable and socially excluded groups.”

Articles 23 and 28 of the Convention on the Rights of the Child

Article 23:

States Parties recognize that a mentally or physically disabled child has the right to enjoy a whole and decent life, ensuring dignity, promoting self-reliance, and facilitating active participation in the community.

Article 28 (1):

States Parties recognize the right of the child to education and agree that such education shall be achieved progressively and based on equal opportunity.

PURPOSE

The purpose of this policy is to provide an educational environment where students with different developmental needs and those with typical development are accepted, included in the educational process, able to communicate effectively, and supported according to their individual needs through a differentiated curriculum.

This environment aims to help all students reach the highest possible level of academic knowledge and skills.

The well-being and holistic development of all students are the primary goals of this inclusion policy.

ADMISSION PROCESS

1. Students who wish to enroll are invited for an interview conducted by the Psychological Counseling and Guidance Department (PDR).
The school psychologist and guidance counselor complete the following observation and assessment forms:
 - Enrollment Observation Forms
 - For Preschool 3-, 4-, and 5-year-old groups: *School Readiness Form*
 - For Primary School Grade 1 students: *Individual Interview Form*
 - For Grades 2, 3, and 4 students: *Individual Interview Form*
2. After the PDR Department interview, the student is also interviewed by the classroom teacher.
3. In both interviews, the following criteria are considered essential for the student's admission:
 - The student's ability to express themselves
 - The student's capacity to avoid harming themselves or others
 - The student's developed self-care skills
4. Following the interviews, the school administration, PDR Department, and classroom teacher meet to evaluate to what extent the school can meet the student's needs and make a final decision regarding the student's admission.

PARTICIPANTS

The Psychological Counseling and Guidance Department (PDR) encompasses the work areas of psychologists assigned to the preschool and psychological counselors assigned to the primary school and other grade levels.

Preschool Psychologist

The preschool psychologist:

- Evaluates the school readiness of candidate students,
- Supports students during the school adaptation process,
- Monitors students' development using developmental assessment scales,
- Conducts monthly activities related to the designated Value of the Month,
- Organizes parent and teacher seminars on relevant topics,
- Meets with all families by appointment and shares observations and feedback.

Primary School Counselors

Primary school counselors:

- Evaluate the school readiness of candidate students,
- Support students during the school adaptation process,
- Monitor students' social and emotional development and share observations with parents,
- Conduct monthly classroom activities aimed at supporting students' personal development,
- Organize parent and teacher seminars on relevant topics.

The school's Psychological Counseling and Guidance Department may refer students to the District Guidance and Research Center (RAM), state hospitals, or private institutions based on information gathered through various techniques, observations, and interviews during the educational process.

However, no specific specialists or private institutions are recommended.

For Students with an Official Diagnosis:

1. The school administration, school psychologist/psychological counselor, and classroom teacher meet to evaluate the student's situation.
2. The specialist who evaluated the student is contacted for additional information and recommendations.
3. A revised educational plan — an Individualized Education Program (IEP) — is prepared for the student.
4. The student's parent is informed about the IEP.
5. All teachers working with the student are informed about the IEP and the student's specific learning needs and competencies.

CONFIDENTIALITY

Parents, teachers, and administrators are informed about the student's social life and developmental progress.

If necessary, other families may also be informed by the school administration and guidance department to ensure the well-being and benefit of both the student receiving inclusion support and their classmates.

When a preschool student transitions to primary school, the psychologist transfers the parent meeting forms and relevant records to the primary school guidance counselor to ensure continuity of support.

What Kind of Language Is Used to Ensure an Inclusive Environment?

The language we use must acknowledge and respect individual differences related to gender, ethnicity, beliefs, and learning styles.

- Children should be addressed by their first names to convey the message that each child is a valued individual.
- The written, spoken, and visual materials used in the classroom should be free from gender bias.
- Teaching and learning activities should highlight each child's differences and strengths.
- Schools must use language that does not discriminate, label, judge, or demean any child.
- **A solution-oriented**, rather than a diagnostic, language should be used in all communications and practices.

PRINCIPLES OF THE INCLUSION POLICY

At İSTEK Preschools and Primary Schools, the Inclusion Policy aims to nurture learners who possess the following qualities:

- ✓ Respectful of individual differences and diverse perspectives,
- ✓ Appreciative of the value of different cultures and cultural diversity,
- ✓ Committed to lifelong learning,
- ✓ Taking responsibility for their own learning and behavior,
- ✓ Valuing freedom of thought and action,
- ✓ Acting as global citizens who uphold and advocate for Atatürk's principles and reforms,
- ✓ Ensuring continuous communication and collaboration among teachers, families, and other educational stakeholders so that each student receives the best possible support and guidance,
- ✓ Providing a school environment that accommodates every student's physical and sensory needs,
- ✓ Prioritizing accessibility for students with special educational needs,
- ✓ Promoting and maintaining gender equality across all aspects of school life.

Appendix:

https://drive.google.com/file/d/1iTEZ7uHjOpFebCqgb5n9Y-Dn1LNID_8z/view?usp=sharing

ISTEK ULUGBEY PRIVATE PRESCHOOL AND PRIMARY SCHOOL

CHILD PROTECTION POLICY

Purpose

The purpose of the Child Protection Policy is to ensure that all students at ISTEK Uluğbey Schools learn and grow in a safe, supportive, and respectful environment. This policy establishes the framework through which the school protects children from all forms of abuse, neglect, and exploitation, and promotes their physical, emotional, and psychological well-being.

Philosophy

ISTEK Uluğbey Schools recognize that child protection is a shared responsibility involving all members of the school community — administrators, teachers, support staff, students, and parents. The school is committed to creating an environment where children feel valued, respected, and protected at all times.

In alignment with the **United Nations Convention on the Rights of the Child (UNCRC)** and **IB standards for student welfare**, the school promotes the principle that every child has the right to safety, dignity, and education free from harm.

Objectives

- To protect all students from physical, emotional, sexual, and verbal abuse, as well as neglect or exploitation.
- To establish clear procedures for identifying, reporting, and responding to child protection concerns.
- To raise awareness among staff, students, and parents regarding child rights and safeguarding responsibilities.
- To provide professional training to all staff members on recognizing signs of abuse and implementing reporting procedures.
- To maintain close cooperation with relevant authorities and child protection institutions when necessary.
- To ensure confidentiality, transparency, and professionalism in all safeguarding practices.

Roles and Responsibilities

- **School Administration:** Ensures the effective implementation of the Child Protection Policy and provides ongoing training and supervision.
- **Child Protection Team:** A designated team responsible for handling child protection cases, composed of the principal, counselor, and relevant staff.
- **Teachers and Staff:** Have the duty to observe, document, and report any suspected or disclosed case of abuse following the established reporting procedure.
- **Parents:** Are expected to cooperate with the school in ensuring their child's safety and emotional well-being.
- **Students:** Are encouraged to communicate openly with trusted adults when they feel unsafe or uncomfortable.

Procedures

1. **Identification:** Teachers and staff are trained to recognize behavioral or physical signs that may indicate a child is at risk.
2. **Reporting:** Any suspicion or disclosure of abuse is immediately reported to the school's Child Protection Team.
3. **Documentation:** All reports are recorded confidentially and stored securely.
4. **Referral:** When necessary, the school contacts relevant local authorities or professional organizations for further intervention.
5. **Follow-Up:** The Child Protection Team monitors the case to ensure the student receives appropriate care and support.

Prevention and Education

- Regular seminars, workshops, and awareness sessions are organized for students, parents, and staff.
- Age-appropriate programs are implemented to educate students about personal safety, consent, and boundaries.
- Posters and resources promoting child safety are displayed in visible areas around the school.

Confidentiality and Ethics

- All information related to child protection is treated with strict confidentiality and sensitivity.
- Staff members must avoid gossip or speculation regarding reported cases.
- The child's dignity and emotional well-being are always prioritized.
- Actions taken are guided by ethical and legal obligations as defined by national laws and IB standards.

Review and Evaluation

- The Child Protection Policy is reviewed annually by the administration and the Child Protection Team.
- Updates are made to ensure alignment with new legislation, IB requirements, and best practices in safeguarding.