




**ISTEK BELDE PRE-SCHOOL  
ISTEK BELDE PRIMARY  
SCHOOL**

**POLICY DOCUMENTS  
HANDBOOK**

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## **ISTEK BELDE PRE-SCHOOL AND PRIMARY SCHOOL ADMISSION POLICY**

### **Aims**

In ISTEK Belde Pre-school and Primary School, admission and placement is based on the potential for the student to benefit from the learning programme; the capacity of the school to meet the educational needs of the applicant; the fulfillment of set financial and medical requirements; the effect on the class as a whole, interviews and tests (for grades 1-4). Students are accepted into the school between the ages of 3 and 11 years. Grade level placement is primarily determined by the student's age by September 1st. All pre-school students and students who want be transferred from other ISTEK Schools are directly admitted to school. The students with special educational needs are admitted in accordance to what extent the needs of these children may be met in the current facilities of our school. If the conditions are not appropriate, for their welfare, the students are not admitted to school. New admissions are accepted throughout the year on the basis of the above criteria.

### **Process for Admissions**

#### Initial Enquiry

Parent makes contact with the School and requests an appointment to visit the school.

#### Preliminary Visit


The prospective parent confirms the appointment to visit the School and is given a contact name. During the visit the parent is given a tour of the school and meets the Principal / Vice Principal.

#### Interviews and Diagnostic Tests

The parents make an appointment with the Psychological Counseling and Guidance Department for the interview and the diagnostic test.

The school counselor meets the student and interviews him / her individually.





Apart from the interview, in Grades 1-4, the student is required to take a test that is used to establish a baseline for goal setting, and progress tracking purposes before students are admitted.

### **Completion of the Application**

Once the parent decides that ISTEK Belde Schools is the school of their choice, he/she is required to complete an application for the student. The procedure is as follows:

- Complete and sign the Registration Form in full and give it to the school admin
- The payment of the school fee
- The officer in charge of the admission must receive the following documents. These are legally required by the Ministry of Education.

Four passport size photographs of the child.

Two photographs of each parent.

Photocopy of child's ID

Photocopy of parent's' residence permit (for foreign nationals) and residence document (for Turkish nationals)


A health report stating that your child has been examined and is fit and healthy


Photocopy of child's ID

Parents are requested to complete all sections of the application form in as much detail as possible. Parents are also requested to provide recent, sealed, original reports from the previous school, (unless it is the first year of school). All parents sign a contract that states mutual commitment on the side of the parents and the school to cooperate for the students' benefit.

### **The Bursary System**

The Bursary System is fundamental to the existence of ISTEK Foundation. ISTEK Schools offer scholarships to support need based and academically successful students. ISTEK Schools also offer sport, science and art bursaries and scholarships. ISTEK Schools allocate at least 10% of its capacity to talented children in need of financial assistance.





## **ISTEK BELDE PRE-SCHOOL AND PRIMARY SCHOOL ASSESSMENT POLICY**

### **Introduction:**


This document describes our perspective on assessment, important principles and how these principles influence our assessment practices. The points in this policy describe what we value and what we want to work towards. The practices outlined in this policy have been developed collaboratively by all teachers..

### **Philosophy:**

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process. Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community. Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Both learning outcomes and the learning process are assessed.

(PYP From Principles into Practice; Teaching and Learning; International Baccalaureate 2018)



## **Assessment is integral to all teaching and learning.**

The Primary Years Program defines three closely related areas that make up the curriculum at a PYP school: the written curriculum, the taught curriculum and the assessed curriculum. These three components form a cycle that leads students to deeper levels of understanding as they (guided by their teachers) construct their own meaning based on past experiences, exploration of their own questions, appropriate learning experiences and assessment of their learning.

PYP identifies four dimensions of assessment:

- **Monitoring:** Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.
- **Documenting:** The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent.
- **Measuring learning:** The measuring of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning. Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student’s learning.
- **Reporting learning:** Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme. Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents.



## **Who is involved in student assessment?**

*Everyone concerned with assessment – children, teachers, parents, administrators, and board members – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made. (Primary Years Program Assessment Handbook, January 2001. © International Baccalaureate)*

## **Why do we assess?**

### **A. Purposes of Assessment**

Assessment is an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration.

Students' learning is promoted through:

- Assessing prior knowledge and experience
- Differentiating instruction to meet individual needs
- Engaging learners in reflection to determine strengths and weaknesses and to set goals
- Providing feedback for students
- Expanding student learning opportunities

### **Information about student learning is provided through:**

- Formative and summative assessment tasks,
- Examples of student work or performances
- Observations and anecdotal notes
- Action feedback forms from parents
- Learning journals




**ISTEK Belde Primary School uses a variety of student assessments to:**

- Assess the levels of students' current knowledge and experience before embarking on new learning
- Assess new learning
- Guide teacher planning and presentation
- Assess student performance relative to national standards as well as PYP expectations
- Focus on closing the achievement gaps among students
- Evaluate the effectiveness of the learning program
- Celebrate what students can do

**B. Principles of Assessment**

ISTEK Belde Primary School Essential Agreement on Assessment is a product of a collaborative effort by the staff. It recognizes that the fundamental purpose of assessment is to acknowledge student learning. It incorporates the IB PYP concepts, knowledge, skills and action.

**Effective assessment should:**

- Provide feedback for students and teachers to revise/advance performance, learning, and teaching
  - Be formative, summative and demonstrate what students know, understand, and are able to do
  - Use reflection as an essential and integral part of self, peer, teacher, and parent assessment
  - Show awareness of learning style, cultural, gender, linguistic, and racial differences
  - Provide evidence of progress along a continuum of criteria that are clearly known and understood in advance
- 




### **What does a PYP school assess?**

Through the IB PYP Program of Inquiry, ISTEK Belde Primary and Pre-school teachers strive to provide the opportunity for learners to construct meaning primarily through structured inquiry. This is accomplished by emphasizing the connections between subject-specific knowledge and transdisciplinary skills and themes. The transdisciplinary themes provide a focus for inquiry. Feedback is given on student progress and performance in each of these areas. Additionally, feedback is provided on the attributes







listed in the IB Learner Profile. However, students' reflection and self - assessment on the attributes of the learner profile is essential.

At ISTEK Belde Pre-school, teachers collect evidence of children's development. The forms of evidence collected may include but are not limited to: observational notes, photos of the child, pictures or drawings done by the child, writing samples by the child, language samples, tape or video recordings of the child.

At ISTEK Belde Primary School, we assess performance and progress in each of the following subject areas: Turkish, English, German / Spanish (Grades 2-4), math, science, social studies, physical education, visual arts, music and ICT. We continue to incorporate the attributes of the Learner Profile to everyday learning.

Our school assesses student growth in the following areas:


- Understanding of concepts (big ideas that transcend traditional subject areas)
- Acquisition of knowledge
- Mastering of skills (approaches to learning)
- Development of attributes of the IB learner profile (reflection – self assessment)
- Action
- Student progress and performance in the following subject areas: language (Turkish, English, German / Spanish (Grades 2-4), Mathematics, Social studies, Science, ICT, Visual Arts and Physical Education


### **When does assessment take place in a PYP school?**

Assessment is a continuous process that allows teachers, parents and children to identify areas of strength and areas that need improvement, as well as the effectiveness of the program.

**Pre-assessment** occurs before embarking on new learning to uncover prior knowledge and experiences. In all classes we use methods such as brainstorming, mind / concept maps to activate students' background knowledge.

**Formative Assessment** is interwoven with daily learning and helps teachers and students find out what children already know, understand and can do in order to plan for further student learning and growth. Formative assessment occurs throughout a learning unit or process.





**Summative Assessment** takes place at the end of a learning unit or process. It is a chance for students, teachers and parents to evaluate progress and demonstrate what has been learned over the course of time. It is a formal ending point to a taught unit or of a process but not necessarily the end of student learning in the areas being assessed.

### **What are the characteristics of effective assessments in the PYP?**

- Have criteria that are known and understood in advance
- Allow children to synthesize and apply their learning, not merely recall facts
- Promote student reflection and self-evaluation
- Focus on the production of quality products or performances
- Highlight children's strengths and allows them to demonstrate mastery and expertise
- Allow children to express different points of view and interpretations
- Provide feedback regarding every stage of the learning/teaching cycle
- Based on student needs, interests and learning styles (student-driven)
- Involve collaboration between students and teachers
- Produce evidence of student growth and learning that can be clearly reported and understood by children, parents, teachers, administrators and board members
- Identify what is worth knowing
- Begin with the end results in mind (*backwards design* – what students should be able to know or do by the end of a learning unit, lesson or process)


### **How do students demonstrate learning in the PYP?**

Students are provided with a variety of opportunities to demonstrate learning. These include, but are not limited to: **presentations, demonstrations, performance tasks, portfolios, interviews, tests, quizzes, reflection / learning journals, class discussions and PYP exhibition ( Grade 4)**

A range of assessment formats is used to represent a balanced view of each child and what they know, understand and can do.

### **How do teachers record student progress?**

Teachers use a variety of assessment tools to record student progress in the PYP, including: **rubrics, checklists, continuums, task or subject-specific criteria, forms, benchmarks/exemplars and narrative records.**



## How is student growth reported to parents and students?

Reporting is a means of giving feedback from assessment. Effective reporting should:

- involve parents, students, and teachers as partners
- reflect what the school community values
- be comprehensive, honest, fair, and credible
- be clear and understandable to all parties
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

In ISTEK Belde Primary School parents are informed about their children's progress via:

- **Report cards:** (twice a year) (from Ministry of Education)
- **Progress reports:** In preschool students receive a progress report at the end of each unit of inquiry. In primary school the students receive a progress report twice a year at the end of each semester. Knowledge, Concepts, Approaches to Learning, Action, Attributes of the Learner Profile are reflected here with the comments that teachers write on each progress report.

In addition to these reports before fall and spring breaks in the primary school students receive additional general evaluation reports that incorporates feedback on the students' development regarding knowledge, conceptual understandings, approaches to learning (skills), action and attributes of the learner profile.

In preschool at the end of each semester students also receive an additional report that gives feedback on the development of each child.

- **Goal setting conferences:** In the beginning of the academic year, students think about their strengths and areas for improvement. They set goals for the new academic year and make plans to meet these goals. They share their goals and plans about academic and non- academic areas with their teachers and parents in the form of a student led conference.
- **Portfolios and Student led conferences** (Students present their selections from their portfolios to their parents in the end of first and second semester – twice a year.)

- **PYP Exhibition:** PYP Exhibition is an assessment that is conducted at the final year of the IB PYP by all students that study at IB World Schools. It is a culmination task that the students complete and demonstrate their understanding, approaches to learning and attributes of the learner profile that they have developed as a result of their education in the programme with the school community. In the PYP Exhibition students conduct a detailed research about a global issue that they select as a group and take responsible action regarding that issue. Teachers act as mentors for the groups. Students receive their PYP certificates that show the completion of the programme at the end of their exhibition presentations.
- Parents are sent a padlet link for their class to record their observations on student action regarding the current unit of inquiry. The parents are sent a unit targets document / bulletin in the beginning of each unit. The parents are informed about the unit expectations. Every week the parents receive an email from their teachers that explains the learning engagements. These guide them in their observations. An **Action Feedback Form** is sent to parents at the end of each unit and they are asked to share written records of their observations regarding action as a result of their learning. The feedback is valued both by the teachers and the administrators, as these forms give the chance to see how the students apply the things they learn to their lives.
- **Parent-Teacher conferences:** Parents, students, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress. Communication is open and reciprocal. ISTEK Belde Primary School builds into the school calendar two parent-teacher conferences. In addition, we provide many opportunities throughout the school year for conferencing. All the teachers have Parents Meeting Hours in their weekly timetables.
- **Reflection Journals:** Students keep journals and reflect on their learning throughout the year. These journals are concrete indicators of the students' progress.

### **Assessment Requirements According to the Turkish National Curriculum**

- Students' success is identified with the results of exams, projects and performance work.




- All the assessment tools and strategies that are used to identify the students' success, need to assess primarily students' critical and creative thinking, inquiring and problem solving skills.
- Assessment tools to be used in assessing students' success must be valid and reliable. Depending on the learning outcome, teachers develop and use answer keys, rubrics or check lists.
- For the students with special needs individualized education programs are planned and their success is assessed according to the learning outcomes stated in those programs.
- Teachers give exams, projects or other work to identify students' performance according to the essentials of the assessment policy and the goals and learning outcomes of the subject. Students with special needs' success, performance works and exams are assessed according to their individualized education programs.
- For Grades 1-3 the evaluation of all the performance work and projects that is done under the guidance of the teachers, is based on teachers' observations.
- For Grade 4, students are given at least two exams for the subjects that have three or less lessons in a week. For the subjects that have more than three lessons in a weekly timetable, the students are given at least two exams.
- Classroom and activity participation and performance work are considered while identifying students' success.
- Teachers prepare the answer keys together with the exams. These answer keys are used while marking and are kept together with the exam papers. Answer keys should be detailed and include possible answers to the questions.
- A student that does not take an exam or submit his / her performance work or project before or on the due date should state an excuse. If the excuse is not valid and not accepted by the administration then a score is not given for his / her performance, but it is included as a number of assessment to find the arithmetic mean.
- Students who are not able to participate in visual arts or physical education lessons because of their physical disabilities or other health problems should prove that with a report from their doctors.
- Students can be exempted from Religious Studies classes on basis of their officially registered religion not being Islam.
- Primary School is not a period that students are eliminated depending on their failures, but it is a period that allows students to enhance their interests and abilities



with the contribution of the curricular studies and social activities that are outlined in the programs.

**Resources:**

- Making the PYP Happen: “A Curriculum Framework for International Primary Education”, International Baccalaureate, 2009.
- PYP, From Principles into Practice: Teaching and Learning, International Baccalaureate, 2018.
- Primary Years Program Assessment Handbook, International Baccalaureate; 2001*
- <http://www.meb.gov.tr/>



## **ISTEK PRIVATE BELDE PRE-SCHOOL AND PRIMARY SCHOOL LANGUAGE POLICY**

### **Introduction:**

This document describes our perspective on language, important principles when learning a language and how these principles influence our teaching of language.

- It is a framework that will promote consistency in approach between year levels and subjects.
- It provides parents with information about our principles and our practices and assists them in understanding our curriculum.
- It assists teachers in the planning, presenting and evaluation stages of teaching.
- It is a tool for teachers to reflect on their language practice and guide professional development and appraisal.

The points in this policy describe what we value and what we want to work towards.

### **Language Philosophy**

At ISTEK Belde Pre-school and Primary School, Turkish National Curriculum is implemented under the PYP framework. We believe that language is the medium of inquiry. Language is a vehicle for transdisciplinary learning. Thus, we aim to provide a learning environment that promotes, generates and supports effective communication and language development. Teaching and learning is planned by keeping a balance between the learning language, learning about language and learning through language experiences.

We understand that since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating effective communication.

The practices outlined in this policy have been agreed upon collaboratively by all teachers and have included considerations from the perspectives of teachers, parents and students at school.



## **Language of Instruction - Turkish**

Turkish is the language of instruction at ISTEK Belde Pre-School and Primary School. The program of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language is taught through the relevant, authentic context of the units of inquiry.


Language is used as a tool to communicate needs, feelings, ideas and experiences and to develop an understanding of the world and to construct meaning. It is essential for the development of social, emotional and cognitive skills. Language is used differently in different contexts and for different audiences and changes over time. It has certain conventions that need to be adhered to but it also allows individuals to express themselves creatively. Everyone expresses themselves in a unique way.

Turkish National Language scope and sequence outlined by the Ministry of Education and the Primary Years Program Language Scope and Sequence documents identify the key expectations considered essential in language learning. Language development is concerned with acquiring and applying a set of skills and attitudes as well as an understanding of the use of language. Language consists of four integrated skills; speaking, listening, reading and writing. Language skills can be further developed by challenging student's level of understanding and providing good models of effective communication. There are different developmental stages as well as learning styles in learning a language. Individual students will progress through the different stages at their own pace. Developing confidence as a communicator is critical in everyone's language development.

## **English as an Additional Language**

According to Turkish National Education Standards, the overall objectives for teaching a foreign language are as listed below.

- to develop students' listening, reading, speaking and writing skills within that language.
- to make students communicate in that language.
- to develop positive attitudes towards language learning.
- to instill a love of learning new languages.



In ISTEK Private Belde Pre-School and Primary School and, English is introduced at the age of 3. In all grade levels students have English classes. In addition to this - starting from 2018-2019 Academic Year – a bilingual programme that is named as Crossroads have been implemented in Age 4-5, Age 5-6 groups and Grade 1. In this programme two teachers acting as homeroom teachers – one speaking English, the other Turkish – co-teach. This programme has been introduced to increase students’ English interaction in natural settings and help them see language as a tool for communication and access to information.

During the units of inquiry English and Homeroom teachers work together and aim to develop the target learning outcomes, regardless of the delivery language being English or Turkish. Students carry out some tasks to achieve the stated learning outcomes in bilingual settings. The purpose of this integration is to make students perceive English is a learning tool.

Our school also supports the monolingual teachers in its community with English language lessons and translation when necessary.


### **German and Spanish as an Optional Second Additional Language**


German and Spanish are introduced as a second additional language in Grades 2-3-4. The main objective of the course is to develop students’ language skills and to instill a love to learn new languages.

*Exposing students to languages other than their mother tongue provides an insight into and an appreciation of other cultures, and an awareness of other perspectives. (Making the PYP Happen – A Curriculum Framework for International Primary Education, 2007)*

During the language classes students not only learn new languages but also learn about the English, German and Spanish speaking countries and their cultures, as well.

Being introduced to these languages and cultures in an early age, our students strive to become open minded individuals. *They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of*





points of view, and are willing to grow from the experience. (*Making the PYP Happen – A Curriculum Framework for International Primary Education, 2007*)

## **Purpose**

Good language skills are required to:

- express one's needs and feelings
- understand other people's needs and feelings
- construct meaning, reflect and make sense of the world,
- acquire and share information, knowledge and skills for practical reasons, personal interests, pleasure and scientific development
- express creativity through writing, poetry, singing, composing music etc.

In line with the PYP we aim to develop our students' knowledge, skills (approaches to learning), conceptual understandings that in the long run will enable them to be:

**Inquirers:** They inquire into language use and language structures. They use language to acquire information and make sense of the world around them.

**Thinkers:** They are able to express their thoughts and ideas clearly.


**Communicators:** They are able to express themselves verbally or in written in a variety of situations. They listen attentively and speak confidently and clearly. They read different forms of texts and understand them. They write clearly and accurately in a style appropriate for the purpose.

**Risk-takers:** They are willing to read, write or speak in situations where they may not feel totally confident.

**Knowledgeable:** They have acquired the vocabulary and understanding to discuss language structures, text forms and literary styles.

**Principled:** They are aware of the fact that language is powerful and it must be used responsibly.

**Caring:** They know that the use of the language may affect others.





**Open-minded:** They respect differences and similarities between languages, dialects and communication preferences.

**Balanced:** They can express themselves verbally and in writing. They read and understand a variety of text types and are able to write for different purposes and audiences.

**Reflective:** They reflect on their language development and work on improving their language proficiency.

## **Principles and Practices of Teaching Language**

We believe that students become good communicators when:

### **1. Students are engaged in a wide variety of activities in which they are actively involved in listening, speaking, reading and writing.**

We offer a wide variety of teaching and assessment tasks in which students actively generate meaningful language, rather than producing isolated language structures. Students are actively involved in selecting their own reading materials for pleasure and research purposes, in addition to the books they read to support their reading development.

### **2. The language curriculum is embedded in the whole school curriculum and language activities are meaningful and relevant.**

The teaching of elements of language such as text structure, grammar, spelling and vocabulary are taught as much as possible in the context of the unit of inquiry and have relevance within that context.

### **3. The learning environment**

#### **a. is positive, comfortable, supportive and encourages oral communication.**

We want to develop the student's confidence through:

- positive feedback
- group and pair work activities
- offering opportunities for presentation, role play, etc.
- offering opportunities for discussions and debates

#### **b. contains a variety of resources and is text and print-rich**

- We work towards a well stocked school library that contains reading materials, as well as books, including a variety of text forms.
- We use technology in language learning.
- We use a range of teaching resources including digital resources.

#### **4. Students are involved in assessment and receive continuous feedback.**

- We use portfolios, rubrics, self reflections to encourage self assessment.
- We use the writing process, including drafting, editing and sharing work with others as a means to reflect and improve upon our ideas

#### **5. Different linguistic backgrounds are recognized and appreciated.**

- We have books in different languages (Turkish, English, Spanish and German) in our library.
- We use international celebrations to recognize and learn about different languages.
- Teachers differentiate instruction to address the students' needs.

#### **6. Language skills are taught in an integrated fashion.**

- The programme of inquiry is delivered in Turkish and English. The language integration help students perceive language as a learning tool.
- Through the English and Turkish activity and club options offered at school, students practice their language skills in different contexts.

#### **7. Differences in developmental stages and learning styles are acknowledged.**

We differentiate in the tasks we set, which includes specific goals for individual students.

#### **8. The teacher models effective communication strategies.**

We model different reading and writing strategies, demonstrate how to speak and listen effectively in various situations, model correct usage of language elements, present and explore a variety of literary and non-literary text types.

## Practice

### **Turkish Language Lessons at ISTEK Belde Pre-school**

One of the main aims of the pre-school is to make students speak and express themselves in Turkish.

Turkish Language activities in pre-school are the activities carried out under the guidance of the teachers. By the help of these activities, students listen to other people's speeches, join in the conversations by giving appropriate responses.

Turkish language activities are scheduled every day in pre-school. These activities are planned in order to make students use their voice and Turkish appropriately, express themselves verbally, understand the social life and realize that they are a part of the social life.

Turkish language activities include a wide range of activities, such as tongue twisters, poems, finger games, stories, drama. Teachers support the students in becoming aware of the new vocabulary and use the new words appropriately in daily conversations. Activities to develop students' speaking skills, vocabulary, articulation and pronunciation are carried out.

### **Turkish Language Lessons at ISTEK Belde Primary School**

Turkish language programme, through the learning outcomes and well planned activities, aims to instill a love of learning Turkish in students, develop awareness on language learning, develop students' listening, speaking, reading and writing skills, make them aware of the richness of the language and use it effectively, fluently and appropriately.

Through the Turkish Language Programme the school strives to help students become individuals who

- understand what they read, view and listen,
- express their feelings, opinions and dreams,
- think critically and creatively,
- are responsible and enterprising,
- live in harmony with their surroundings,

- constantly inquire, comment and interpret events, situations and data by using their prior knowledge,
- have developed a sense of aesthetics,
- are sensitive to national values

Turkish language programme in ISTEK Belde Schools aims to develop the followingskills:

- Using Turkish appropriately
- Critical thinking
- Creativity
- Communication
- Problem solving
- Researching
- Decision making
- Making use of ICT
- Entrepreneurship

In order to achieve the targets and the learning outcomes, the following number of hours are scheduled as Turkish classes by the Ministry of Education. In our school setting language learning happens mostly in the context of the transdisciplinary programme of inquiry. However, the hours and the standards required by the Ministry of Eduaction are considered while planning.

- Grades 1-3 - 10 hours a week.
- Grades 4 - 6 hours a week

All of our students are Turkish Citizens and therefore Turkish is their mother tongue. However, when we have students who speak a language other than Turkish as their mother tongue. The school offers the following to support such students:

- Pullout lessons when necessary are offered to work with the students in smaller groups.
- Students are given books, readers and worksheets according to their levels.

- Through cooperation with the parents and the Psychological Guidance and Counseling Department, an individual learning plan is prepared for each student and implemented.

Our school also supports the foreign teachers in its community with orientation activities at the beginning of the academic year and translation when necessary.

### **English Language Lessons in ISTEK Private Belde Pre-school and Primary School**


At ISTEK Belde Pre-school and ISTEK Belde Primary School, our aim is to help students develop and enhance their English language skills, using the IB PYP guidelines as well as the Common European Framework. Our goal is to prepare every student to be at a level of language readiness that can be used internationally and that meets the minimum standards of Common European Framework.

#### **PRIMARY SCHOOL**

At ISTEK Belde Primary School, our English program is conducted by our native speaker and Turkish teachers who are experts in their fields in a way which makes language learning meaningful and fun. In class we take on a student-centered system where drama, music, dialogue, games, one-to-one and group work encourage communication. Projects and portfolio work are methods by which we constantly monitor the language development of our students. In addition to this, we try to create natural occasions for English to be part of daily life. We take into consideration children's different learning styles and use tools such as smartboards, iPads, digital resources which enhance the class work.

Lessons are planned and taught using the student-centered, inquiry based, constructivist approach to learning as a guide. We ensure that each student is involved and participates. Given the fact that classrooms consist of students who learn in different ways, lessons are planned in order to support each student. Visuals, audios, written texts, kinaesthetic activities are used in an integrative way in order to make learning fun and easy for every student.





In classes where we have bilingual students, extra materials are used in accordance with the topic being covered which helps the student to improve his/her level of the language. There may also be students at a lower level of language command, in which case a variety of differentiation methods are used to support the students. Grouping students in ability groups gives the stronger students a chance to progress at their own pace while the teacher can monitor less stronger groups. *Strategic grouping*, on the other hand, gives the stronger students a chance to help the less strong to progress toward a common goal.


After school support classes are planned for groups of group of students in need of extra practice. The teachers work with them separately, helping them to progress toward the grade level.

Grades 1-4, have 12 English lessons per week. Turkish English teachers and native English teachers work collaboratively to plan and teach lessons every week. A half day bilingual programme that is named as Crossroads is being implemented in Grade 1.

## **PRE-SCHOOL**

We aim to provide our children with the necessary foundation in English which has become the most important skill in order to understand the world, at the youngest age possible. To use a second language as well as one's own, to be able to think in that second language, one has to start at a very young age. At our pre-school, students have English classes with Turkish and native speaker teachers through drama, music, games, stories, puppets, different articles and picture cards. An English speaking environment is provided through play and activities with foreign teachers. We provide opportunities to use English and enjoy speaking it.

A half day bilingual programme that is named as Crossroads is being implemented in Age 4-5 and Age 5-6 groups. In this programme two teachers acting as homeroom teachers – one speaking English, the other Turkish – co-teach. This programme has been introduced to increase students' English interaction in natural settings and help them see language as a tool for communication and access to information. Age 3-4 group students have 15 English lessons in a week.





## **Spanish and German At ISTEK Belde Primary School**

German and Spanish classes are offered for two lessons a week. Students select either Spanish or German starting from Grade 2. Similar to the practices in English we aim to develop speaking, reading, listening and reading skills. Modern technology and educational resources are used to develop students language and communication skills.

### **Resources:**


IB PYP Language Scope and Sequence

IB Guidelines for Developing a School Language Policy

IB Making the PYP Happen – A Curriculum Framework for International Primary Education

Turkish Ministry of Education Language Guidelines






## **ISTEK BELDE PRE-SCHOOL AND PRIMARY SCHOOL ADDITIONAL LANGUAGE SUPPORT POLICY**


At ISTEK Belde Pre-school and ISTEK Belde Primary School, we respect each child's individuality and celebrate the strengths and talents that they bring to each lesson.

Given the fact that classrooms consist of students who learn in different ways, lessons are planned in order to support each student. Visuals, audios, written texts, kinaesthetic activities are used in an integrative way in order to make learning engaging and challenging for every student.

Keeping in mind that every student may start the academic year at a different level, we differentiate instruction to meet students' different learning needs and to help all students progress throughout the year. We differentiate for our young learners through expected outcome, type and complexity of questions asked, group and pair work, extra teacher assistance and time given for the completing of tasks. Student-centered approach is the main structure in all our lessons with accompanying methods such as group work, extra reading, class presentations and projects to help students take hold of their own learning. Team teaching in Grade 1 and in pre-school also helps teachers differentiate their instruction and students have chance to use translanguaging depending on their needs. This creates a comfortable atmosphere for students to express themselves.

Grouping students in ability groups gives the stronger students a chance to progress at their own pace while the teacher can monitor less stronger groups. Strategic grouping, on the other hand, gives the stronger students a chance to help the less strong to progress toward a common goal. We have an after school extra support programme for all our students. (+1 Activity and Learner Support Programme) Depending on their needs teachers schedule one on one or small group classes with the students and works with them separately, helping them to progress toward the grade level. This ensures the maximum amount of student involvement, i.e. student planning, student assessment and student decision-making. By doing these, we ensure that each student is involved and participates.





In classes where we have bilingual students, different leveled readers are used in accordance with the topic being covered which helps the student to improve his/her level of the language.

For students who are new to the English language and to our school, we have a two week summer program consisting of courses that take place right before the start of the school term. These courses give students the chance to catch up to the level of functioning language ability and are tailored to each student's individual needs.

All our students are Turkish Citizens and therefore Turkish is their mother tongue. When we have a students who speak a language other than Turkish as their mother tongue. The school offers the following to support such students:

- Pullout lessons when necessary are offered to work with the students in smaller groups.
- Students are given books, readers and worksheets according to their levels.
- Through cooperation with the parents and the Psychological Guidance and Counseling Department, an individual learning plan is prepared for each student and implemented.






## **ISTEK BELDE PRE-SCHOOL AND PRIMARY SCHOOL PSYCHOLOGICAL COUNSELLING AND GUIDANCE POLICY**

Psychological Counseling and Guidance involve all the services provided to students in order to help them know and understand themselves, cope with their problems, make individual decisions and finally fulfill their individual potential.

In ISTEK Belde Schools, Psychological Counseling and Guidance is being grounded on the Developmental Counseling approach. In this approach, the needs of the individuals are taken in the first place. Our counseling and guidance services are addressed to meet the developmental needs of the students. Psychological Counseling and Guidance is not just for students that have problems but for all the students. Psychological Counseling and Guidance requires an organized and well planned programme. The programme includes the following:

- Knowing the school and the surroundings,
- Knowing oneself and others,
- Understanding the attitudes and behaviour,
- Decision making and problem solving,
- Interpersonal relationships and communication skills,
- School success skills,
- Occupational awareness,
- Educational planning,
- Social service, etc.

Psychological Counseling and Guidance programmes show permanency and flexibility according to students in different age levels. Different regulations may be carried out according to the needs and facilities. The psychological counseling and guidance service in our school is transdisciplinary and emphasizes interaction.





## **The Principles of the Psychological Counseling and Guidance in ISTEK Belde Schools:**

- Every individual has the freedom to choose,
- Every individual deserves respect,
- Counselling support is available to, but not enforced on students,
- Privacy is essential,
- Respecting individual differences is essential,
- Psychological Counselling and Guidance is responsible both to the individual and society.

## **Areas Addressed within the context of Psychological Counselling and Development:**

- Harmony with the environment and school
- Interpersonal relationships
- Society and families
- Self acknowledgements
- Educational and professional development
- Educational success
- Safe and healthy lifestyle


## **The Psychological Counseling and Guidance Service Areas in ISTEK Belde Schools**

### **1. Student Admission Services**

School counselors have interviews with every student who wants to register to our school. The interviews aim to gather information about the child's relationships with friends, family members, academic success and behaviour in class.

### **2. Orientation to School Services**

Orientation services are carried out in order to introduce the school and its facilities to the students. Students are informed about the physical plant of the school, the educational, social, cultural activities at school, the psychological counselling and



guidance services, other personal analysis and the things they want to learn more about through these services.

### **3. Psychological Counseling Services**

Developmental counseling services are given in ISTEK Belde Schools. Counseling activities are carried out according to the development of all students. Individual meetings are also conducted for the students who have personal problems. These meetings are confidential. The principles and techniques of psychological counseling and guidance are used in these meetings. Individuals may get this service by volunteering or by their teachers'/ administrators' / parents'/ the school counselors' requests.

### **4. Educational Guidance Services**

The educational guidance services are provided in order to help in harmonizing with the environment and school, make them acquire positive studying habits, motivate them towards learning and make them aware of their interests and abilities. Activities such as group guidance activities, time bound group guidance activities, productive studying skills trainings, managing exam anxiety, communication skills trainings, values trainings, feelings recognition and expression trainings are carried out. The applications that require expertise are conducted by the school counselors. The rest of the applications are carried out by the classroom teachers.

### **5. Consultation Services**

#### **For Parents:**


Parents may have meetings with the school counselors about the self development of their children and on any other issue that needs to be considered. Our parents have to make an appointment for these meetings.


#### **For Teachers:**

Orientation to school for teachers, group activities according to the needs of the teachers and in-service training seminars are organized. Cooperation with the teachers regarding the academic and behavioural processes of the children is essential.

### **6. Identifying the Individual Characteristics of Each Student**

In order to learn about the capacity, interests and abilities of the individual and to help them know themselves better, our counselors conduct various tests and inventories and





use different interview and observation techniques. The tests and inventories used in order to meet these aims are as follows:


- Sociometry
- Autobiography
- Beier Sentence Completion Test
- Problem Scanning Inventory
- Learning Skills / Behaviour Evaluation Scale
- Exam Anxiety Inventory
- Piers- Harris Self Concept Scale
- Occupational Maturity Rubric
- Academic Self Concept Scale
- Barriers to Success Inventory
- Frostig Visual Perception Test
- Portage Early Education Development Scale
- Gessell Development Test of Visual Perception

### **7. Educational Trips, Publications and Seminars**

Brochures, booklets and documents for parents and teachers about the topics that will support the development of students are prepared. Motivational field trips and trips to high schools are organized for upper grades. Seminars by experts are organized according to the needs of the school and students. The school counselors also conduct seminars on various topics, as needed.

### **8. Learner Profile and Values Education**

Values education is focused on the IB Learner Profile. An attribute of the Learner Profile is emphasized at school (K-8) each month under the guidance of the Psychological Guidance and Counseling Department. Awareness is raised on the target attribute of the Learner Profile through the tasks and activities, carried out school wide.





## **ISTEK BELDE PRE-SCHOOL AND PRIMARY SCHOOL SUPPORT PROGRAMMES – SPECIAL EDUCATIONAL NEEDS POLICY**


In ISTEK Belde Schools, admission and placement is based on the potential for the student to benefit from our learning programme, the capacity of the school to meet the educational needs of the applicant; the fulfillment of set financial requirements and the effect on the class as a whole. The students with special educational needs are admitted in accordance with to what extent the needs of these children may be met in the current facilities of our school. If the conditions are not appropriate, for their welfare, the students are not admitted to school.

The following criteria need to be met for the admission to school:

- The student's self care skills should be developed.
- The student should be able to express himself / herself verbally.
- The student should not need physical support.
- Parents' commitment to cooperation with the School Administration throughout the year is documented in a contract.

The Psychological Counseling and Guidance Department does not have the authority to diagnose. Students are observed by their teachers and by the school counselors. The parents of the students who might need support are directed to support centers and specialists.

ISTEK Belde Schools Psychological Counseling and Guidance Department cooperate with these centers and specialists and conduct the necessary applications that support the child at school through the guidance of the specialists. The activities carried out to support the special needs programmes of individual children are as follows:

- Attention activities
  - Activities to develop motor skills
  - Group work
  - Reading activities
  - Writing activities
  - Visual perception activities
  - Social Skills activities, etc.
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## **ISTEK BELDE SCHOOLS**

### **ACADEMIC HONESTY POLICY**

The rapid development of technology today has brought together a rapid increase in information. This way, it is easier than ever to reach information. New information can be produced out of information obtained from sources. In regard to use of information, our school has adopted the principles of academic honesty to protect the rights of those who produce information. Our school has a respectful approach to studies of individuals and institutions. It is our objective that students create authentic studies. The teachers, students and parents in our school act in accordance with the following principles.


#### **Students;**

- Avoid cheating and give importance to authentic studies.
- Take the responsibility to do their homework, and do it on their own.
- Avoid using any information obtained from a source directly as is, but produce new information from the sources used.
- Learn information literacy skills.
- Know how to use internet sources and website evaluation criteria.
- Pay respect to others' works.
- Avoid holding an idea which is not their own out as if theirs.
- Avoid using others' work without permission.
- Specify sources utilized in their work.
- Learn how to form a bibliography.
- Acts honestly and respectfully towards others' points of view.
- Use only their own knowledge during the exams and avoid copying from classroom mates.

#### **Teachers;**

- Adopt principles of academic integrity and develop awareness in their students in that regard.
- Avoid presenting others' studies out as their own.
- Require their students to specify sources they have used in their studies.
- Refrain from using illegally produced materials such as books, DVDs, VCDs.
- Behave consistently and equally towards students.
- Share knowledge of sources used in their studies or lessons.

#### **Parents;**

- Support their children in specifying sources they used when doing homework and producing new information.
  - Avoid doing homework in place of their children. They only provide guidance.
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## ISTEK BELDESCHOOLS

### ICT POLICY

#### **Philosophy**

Information Communication Technology (ICT) in the PYP provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning in daily life. Therefore, the use of ICT should allow students to have opportunities for simple investigations and inquiries in a variety of curriculum areas. In ISTEK Belde Schools, there is one ICT lesson for each grade level. These lessons aim to teach basic ICT skills and ensure that technology is integrated through the PYP curriculum. All the teachers are responsible from integrating ICT to their lessons in a meaningful way. ICT teacher coordinates this process.

#### **Advantages of ICT**

- ICT can enhance students' learning across the curriculum.
- ICT provides students with learning and teaching experiences.
- ICT provides tools for the development of students' creativity.
- ICT can motivate students.
- ICT can empower students, develop self-esteem and promote positive attitudes to learning.
- ICT promotes access for students with learning difficulties.
- ICT offers potential for effective group work and collaborative learning.
- ICT supports different types of learners.

#### **Strategies for the use of ICT**

- Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.
- Students use technology tools to collaborate with others as well as working individually.
- Students use technology tools to link learning activities to the global world beyond the instructional setting.
- Each grade in primary school attends one ICT lessons per week.
- All the teachers are responsible from integrating ICT to their lessons in a meaningful way. ICT teacher coordinates this process.

- ICT is planned and delivered as an integral part of each curriculum area to support and enrich each child's learning.
- All students are given equal access opportunities through carefully considered use of ICT resources.

### **Acceptable Usage**

#### **Teacher Responsibilities**

- Teachers will have access to students' accounts when considered necessary.
- Students will not be permitted to use ICT labs unsupervised.
- Resources used in ICT lessons will be education-oriented.
- All teachers will endeavor to integrate technology into the curriculum.
- Teachers will provide technical support and assistance to students wherever possible.

#### **Student Responsibilities**

- Students must not share their unique passwords with others.
- Students must not log into someone else's account without permission.
- Students should inform the teacher if they suspect someone has accessed their account without permission.
- Students will log out when the lesson is over.
- All documents should be saved and closed on completion.
- Students must not attempt to delete or modify any settings on the computer.
- If problems arise, a teacher or technician should be informed.

### **How to Demonstrate the Attributes of the Learner Profile to Become Responsible Digital Citizens**

#### **To be a responsible digital citizen, you show to be Inquirers, Knowledgeable and Thinkers by**

- Acquiring the necessary IT skills to use the online services available;
- Having knowledge of a subject and sharing what you know. Contributing information that has value to the other members of the group. Backing up your opinions with facts and reliable sources;
- Carefully considering how you present concepts, ideas and issues that have local and global significance;
- Keeping postings relevant to the purpose of the groups to which you belong.
- Acting as a mature, scholarly member of the IB learning community, and reflecting this

in your tone, content and interactions.

**To be a responsible digital citizen, you show to be Communicators by**

- Collaborating effectively and willingly with others. If you find a discussion posting difficult to understand, post a message asking for clarification;
- Using language that is clearly understood and sensitive to a diverse range of cultures;
- Communicating only with persons within groups where you are a member and with persons that you accept as friends. Do not accept friend invitations from persons that you do not know;
- Using common courtesy in your postings. Please be careful with the use of uppercase letters and multiple exclamation marks because to some people this indicates SHOUTING. Be careful with humor and sarcasm because both can be easily misunderstood in an online environment;
- Reviewing discussion postings before posting your own to prevent redundancy;
- Checking your writing for errors before submitting them. A spell function is available on all posts. Also, try to minimize the use of acronyms (i.e. LOL for 'laughing out loud').

**To be a responsible digital citizen, you show to be Principled by**

- Demonstrating ethical behavior towards other members with a strong sense of fairness, justice and respect for the dignity for other individuals and their opinions;
- Keeping personal details private (i.e. not sharing contact details, email addresses, details about family or friends);
- Keeping passwords a secret ensuring they are not too easy to guess such a "password 1" and not sharing them with anyone else;
- Requesting the permission of any individuals in photos or videos before posting them;
- Being aware that when you post large files (i.e. images, video) that internet access might be slower in some parts of the world;
- Citing the source of information taken from copyrighted material (i.e. text, images, media);
- Immediately reporting any information that you find is unacceptable or makes you feel uncomfortable to the person responsible for your group.

**To be a responsible digital citizen, you show to be Open minded by;**

- Sharing your own perspectives so that other members of the group has a greater awareness and can respond to your postings;
- Evaluating carefully the perspectives, values and traditions of other individuals;
- Understanding that you may disagree with the ideas that have been posted by others and that exposure to other opinions is part of the learning experience.

**To be a responsible digital citizen, you show to be Caring by;**

- Demonstrating empathy, compassion and respect towards the feelings of others in your postings;
- Being respectful and mindful of each other. Before posting a comment, ask whether you would be willing to make the same comment to a person's face.
- Diplomatically suggesting an edit if there is an error in a posting.

**To be a responsible digital citizen, you show to be Risk takers by;**

- Communicating with courage and forethought.
  - Exploring new roles (i.e. creating a group) and new ideas and strategies for making use of the internet;
- Defending your viewpoint with factual information and not emotion.

**To be a responsible digital citizen, you show to be Balanced by;**

- Recognizing that a balance in diverse points of view is desirable and fosters a broader perspective and understanding.

**To be a responsible digital citizen, you show to be Reflective by;**

- Only posting relevant content to a group.
  - Creating appropriate subject headings. A good post that has a negative title may have a negative result on the conversation that follows;
- Giving thoughtful consideration to the cultural diversity. Reread your postings before you click 'send' to make certain that they will not be misinterpreted;

- Understanding that there will be varying points of view and respect others opinions. Before posting a comment, consider whether you would be willing to make the same comment to the other person face-to-face;
- If you find a discussion posting offensive or difficult to understand, asking for clarification before you respond with your perspective;
- Keeping in mind that anything that would be inappropriate in a traditional classroom is also inappropriate on the internet.

**Resources:**

- The Role of ICT; IBO Documents
- IBVC Handout Digital Citizens and the IB Learner Profile



## ISTEK BELDE SCHOOLS BEHAVIOUR POLICY

A behaviour policy is prepared at ISTEK Belde Schools in order to ensure that all the students develop awareness on individual, social, global citizenship, enhance their understanding on roles and responsibilities and raise them as individuals that care about the social and environmental problems.

We do not use award and punishment strategies at our school. Our students get verbal or written feedback about their positive behaviour and actions that will increase their internal motivation to do better. For repeated negative behaviour they face some consequences that are related to the misbehaviour. These are seen as learning experiences. The following are the steps we follow in these situations:

- 📁 1st verbal warning from the teacher and student's reflection on the situation and goal setting
- 📁 2nd verbal warning from the teacher and student's reflection on the situation and goal setting
- 📁 Written report from the student explaining the situation is taken and the counselor is informed about the situation. The counselor has a meeting with the student
- 📁 The counselor and the vice principal has a second meeting with the student. The student reflect on the behaviour and create a plan that will help him / her progress.
- 📁 The parents are informed and a meeting with them is planned at school to prepare a plan for the student.