Choithram International
An IB World School
Cambridge Assessment
International Education
Cambridge International School
Distinguished School

IB—Primary Years Programme

PYP Handbook

2023—24

Principal's Message

Greetings to Parents and Students,

I am delighted to welcome you to a new academic session at Choithram International. This is the beginning of an exciting journey of learning and growth for all of us.

At Choithram International, we aim to provide a supportive and inclusive environment that fosters academic excellence, character development, and holistic growth. Our devoted team of educators is dedicated to guiding and inspiring each student to achieve their full potential.

Parents, I thank you sincerely for your trust and support. Your active participation in your child's education is essential, and we hope to work collaboratively with you to create a fruitful learning experience.

To our students, welcome this new academic year with eagerness and a hunger for knowledge. Take every opportunity to explore, discover, and grow. Remember, you have the power to shape your future.

I wish you all a successful and fulfilling academic journey at Choithram International!

Regards

Rajesh Awasthi
T. Choithram Foundation

OUR VISION

"To be a centre of academic excellence and nurture young learners into resilient, optimistic and responsible citizens of the world."

सी.आई. विचारधारा

चोइथराम इंटरनेशनल, युवा शिक्षार्थियों के लिए अकादमिक उत्कृष्टता और शिक्षा का एक ऐसा केन्द्र होना चाहिए, जहाँ शिक्षार्थी विनम्र, आशावादी एवं दुनिया के ज़िम्मेदार नागरिक बनें ।

SCHOOL MISSION STATEMENT

Choithram International, through its holistic education, aims to nurture lifelong learners, who will become responsible compassionate open-minded individuals keen on accepting the differences in the world and striving to create a global community grounded in ethics and values.

सी.आई का लक्ष्य वक्तव्य

चोइथराम इंटरनेशनल का उद्देश्य समग्र शिक्षा के माध्यम से छात्रों को आजीवन शिक्षार्थी बने रहने के लिए विकसित करना है, जिससे वे जिम्मेदार, करूणावान व उदारचित्त बनें, और दुनिया में व्यक्तियों के भिन्न-भिन्न विचारों के प्रति सम्मानजनक स्वीकृति देने में सक्षम हो । साथ ही हम मानवीय मूल्यों और नैतिकता पर आधारित वैश्विक समुदाय बनाने के प्रति प्रयासरत है।

About the School

Choithram International brings International Education Programmes to the doorsteps of people of Indore and M.P. It is the first IB World School in Central India. It caters to the academic needs of students from 3 to 18 yrs of age, providing education at all three of IB Programmes - PYP, MYP and DP.

ACCREDITATION

Choithram International is the first IB World School in Madhya Pradesh. The school registration Number is 002328.

THE INTERNATIONAL BACCALAUREATE (IB)

The IB is a non-profit organization established in 1963 with its headquarters in Geneva, Switzerland and the examination office in Cardiff, Wales. In addition there are regional offices and representatives around the world. The IB public website www.ibo.org has details on the various IB programmes and services.

IB MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

THE IB LEARNER PROFILE

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

INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	
THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decision.	
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	
PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.	
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	
RISK TAKER	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.	
BALANCED	We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.	
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.	

SCHOOL LOGO

The logo depicts Indian Culture and heritage, reflections of which are to cast a child as he/she grows and matures in this institution. The inset swan is the vehicle of Goddess Saraswati, the epitome of learning and knowledge. The Swan is encompassed by a blossoming lotus, which is the seat of Saraswati and is also the national flower of India. Eight petals surround the lotus highlighting the value system of the Indian culture. The petals are bound together by 5 rings, which symbolize the elements—air, sky, water, land and fire. The outer rims of the petals signify knowledge leading to character formation. The shape of the logo is like a wheel depicting motion and progress. The lower part of the logo carries the message that the beauty and value of knowledge lies in humility.

SCHOOL PRAYER

O God, we pray that thy blessings may rest upon our beloved country, our parents, our school, and all those who teach and learn here.

Help us to do our work with wisdom and understanding and protect us from everything injurious to our spiritual and physical well - being.

Make us proud of the school to which we belong, and may we one day, go forth from it ready to serve our country and fellow men.

SCHOOL TIMINGS

Grade	Day	Timing
EY-1 to EY-3	Monday to Friday	9.30 am to 1:50pm
PYP 1 to PYP 5	Monday to Friday	8.00 am to 1.50 pm
PYP 2 to PYP 5	1st, 3rd and 5th Saturday of every month	8.00 am to 11.30 am

*Winter and Summer Timings are subject to change as per the district administrator's order. Information regarding the same is provided through Email.

Appointments

Teachers and Coordinators	All days by prior appointments only
HOS and DHOS	All days by prior appointments only

SCHOOL UNIFORM

Boys

- *Uniform: Navy Blue trousers (with side pockets & one hip pocket), White shirt with half sleeves and Navy blue Zodiac Ties. Formal black shoes and White socks.*
- *Tie is not compulsory in summer i.e. from March to May.*
- *No low waist or narrow bottom trousers allowed.*
- ***Winter wear*** *: Navy blue sweater with 'V' neck / Navy blue Blazer with school logo / Navy blue coloured hooded sweat-shirts with CI logo.*
- *Turban or head gear: Navy blue (Only for Sikhs)*
- *Sports dress (Only on days of Sports) : White T-shirt with collar and with CI logo, Navy blue track pants with CI logo (without any stripes), white socks and black sports shoes.*
- *Early years uniform casual comfortable clothes with shoes.*

Girls

- *Uniform : Navy blue pleated skirts, white shirt with cape collar red scarf. The skirts need to be knee length, formal black shoes and white socks.*
- ***Winter wear***: *Navy blue sweater with 'V' neck/ / Navy blue Blazer with school logo / Navy blue coloured hooded sweat-shirts with CI logo.*
- *Sports dress: White T-shirt with collar and with CI logo, Navy blue track pants with CI logo (without any stripes), White socks and black sports shoes.*
- *Early years uniform casual comfortable clothes with shoes.*

RULES FOR UNIFORM

Student's uniforms should be properly ironed and shoes should be polished regularly. Students must come to school in school uniform on all days irrespective of the purpose.

Students will come in sports uniforms on the days assigned for sports and in regular uniforms on the rest of the days. In case of a sports lesson/tournament on any other day, students need to carry and change into their sports uniform before the sports lesson. Shirts should be loose under the armpits so as not to cause any inconvenience during physical exercise.

CHANNELS OF COMMUNICATION

We believe that the challenges are resolved at the point of the origin, using the following procedure:

- Speak first to the person closest to the problem (subject teacher/Tutor).
- If it is unresolved then it is to be escalated to the coordinator.
- Communicate with the Head of School only if the matter has not been resolved by the respective teachers or the coordinator.
- If the concern relates to the general school matters, administrative decisions or the school policies, you should contact the Head of School directly.

ATTENDANCE

- No student should be absent without a pre-approved application for leave. If he/she is absent for six days without application, his/her name will be struck off and readmission will be at the discretion of the Principal.
- Please avoid calling your child home before the school time, except in an emergency.
- Please do not send student to school if he/she is suffering from a contagious disease, till he/she is completely free from infection.
- If a student turns up late, he/she must have the late coming mail signed by the parents before he/she reports to school.
- Whenever the student is absent or on leave due to medical reasons the certificate of doctor should be provided along with the application.

CODE OF CONDUCT

The school Code of Conduct comprises principles, standards of behaviour, identification of disruptive behaviour and consequences of non-compliance. Its purpose is to create a safe and productive learning environment by outlining an expected behaviour code amongst students.

In order to develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others a code of conduct has been developed in our school and any deviations from the same will be dealt with strictly by the authorities.

1. Students should demonstrate respect for others irrespective of racial, gender, cultural and religious differences of others.

2. Students should demonstrate self-discipline and come to school on time.

3. Students should follow the established rules and take responsibility of his/her own actions.

4. Students should exhibit a positive and cooperative attitude towards school and learning .

5. Students should avoid use of profane and obscene languages and gestures.

6. Keep school equipment and books in good condition.

7. Return borrowed property in good condition.

8. Return the lost items to the school office.

9. Dispose litter and waste in appropriate containers.

11. Maintain a safe, and clean environment for others.

12. Students should refrain from bringing any harmful substance to school that may compromise the safety of others.

13. Committing an act of Vandalism that causes damage to school property would be a punishable offence.

14. Students are not allowed to leave the school premises without obtaining prior permission from concerned school authorities.

15. Any improper display of affection towards other student or engaging in inappropriate social behaviour is a punishable offence.

16. Any other electronic device, other than the calculator, like handy cams, pen drives, cell phones, CDs should not be brought to school.

SCHOOL TRANSPORT

This facility is provided to all desirous students on payment. It is the responsibility of the parent to ensure that their children are made to board the bus and escorted home on return from their respective bus stops. No request from parent to drop their children at a bus stop other than the one allotted will be entertained. In case you need to change the bus stop, a formal letter addressed to administrative in charge must be sent stating the reason for change.

TELEPHONE CALLS

Parents should not call students from the classes while the classes are going on. They are requested to leave a message at the school reception unless it is an emergency. Also, students can make phone calls only during the break time, if the matter is urgent and requires immediate attention. Phone calls should not be made for calling assignments or homework to school, which is a part of student's responsibility.

EMERGENCY PROCEDURES

In the event of an emergency at school due to any untoward accident during play, the child is driven to Choithram hospital, which is inside the Choithram Premises. The parent of the child is contacted by the school at the emergency numbers.

SCHOOL LEAVING CERTIFICATE

To obtain a school leaving certificate/transfer certificate, the school requires at least one week's written notice.

SOCIAL EMOTIONAL LEARNING

Wellbeing is at the core of curricular and co curricular framework of PYP. Social Emotional Learning is catered to so as to help the learners nourish their learning journey. The PYP teachers support the physical, emotional, social and spiritual development of the learners. It also implies that we treat behavioural mistakes in the same way that we treat other learning challenges. Each grade level is supported by a homeroom teacher , other facilitators and the counsellor to support student learning.

The homeroom teacher provides the point of first contact for students and parents.It focuses on the well-being and progression of each student on an individual basis. Our curriculum is comprehensive, age appropriate and addresses the students' social and emotional development. It equips them with the skills they will need, to face the challenges in an ever-changing world.

CHOITHRAM INTERNATIONAL HOUSE SYSTEM

The House system is of great importance to school life. Its function is to inculcate a feeling of belongingness and the spirit of fair competition among the students and encourage it within the school. The inter - house activities give all students the opportunity to participate in representative sport, music and other activities with the aim of raising self-esteem, developing self-confidence and giving opportunities for leadership and teamwork beyond those already available within school.

A school is divided into a number of houses and each student is allocated to one house. Houses may compete with one another at sports and maybe in other ways, thus providing a focus for group loyalty or teamwork.

At Choithram International we have four Houses from PYP-1 onwards named Gandhi, Lincoln, Mandela and Tagore; these names represent certain qualities and attributes which are personified in these iconic figures. They helped in carving the principled modern world that we live in today.

PRIMARY YEARS CURRICULUM AT CHOITHRAM INTERNATIONAL

Primary Years programme is meant for the age group 3 to 12 years. This is the most impressionable age when these little learners are adaptive and observant of every action happening around them in their immediate environment. This programme introduces the young minds to inquiry which in turn leads them to get involved in their learning. IB at PYP revolves around five elements (knowledge, dispositions, ATL, concepts and action) and all these five elements are interwoven to make the programme child- centric and action oriented.

The PYP is all about inquiry: the process through which a learner moves from his or her current level of understanding to a new and deeper level. Our students will be:

- • Exploring, wondering and questioning

- • Collecting data and reporting findings

- • Taking and defending a position

- • Using critical thinking skills to understand a concept

- • Making and testing theories

- • Experimenting and playing with possibilities

- • Solving problems in a variety of ways

Using inquiry-based learning, the PYP is able to engage and challenge students who have many diverse perspectives, values, cultural backgrounds, and languages with commitment to a developmental approach. This means that students may progress through the programme at different rates.

PYP Curriculum Framework

The PYP curriculum framework is uniquely adaptable to state and national standards. Guided by six transdisciplinary themes of global significance, students deepen their learning by developing their conceptual understandings; strengthening their knowledge and skills across and beyond subject areas.

The essential elements - knowledge, skills, concepts, dispositions and action are intrinsically related and connected components of PYP that allows our schools to build relevant curriculum that educate the whole child and make them life-long learners, these together with the acquisition of the learner profile leads to the development of International mindedness.
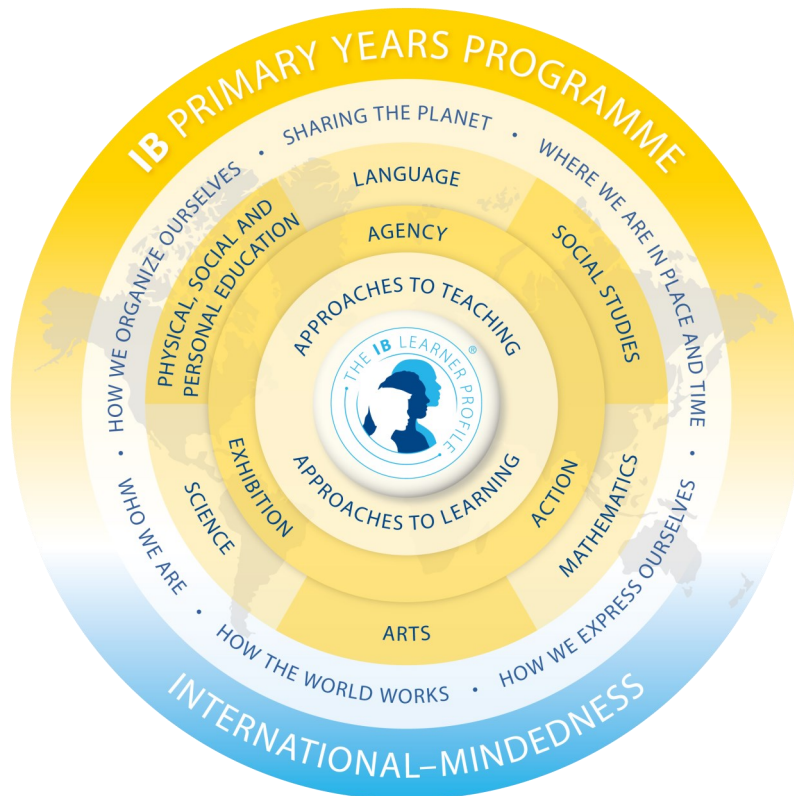
Transdisciplinary Curriculum

The transdisciplinary approach is "the science and art of discovering bridges between different areas of knowledge and different beings. The principal task is elaboration of a new language, logic, and concepts to permit genuine dialogue". By design, PYP inquiry and concept-based learning align neatly with, and contribute to, the transdisciplinary model. Supported by the subject scope and sequence guidance and the key programme elements, the transdisciplinary themes provide the means for students and members of the learning community to engage in genuine dialogues. Emerging through the inquiry process, these dialogues bridge subject knowledge and individual and collective experiences to articulate new visions and solutions for a more peaceful world.

PYP Agency model

The learning community recognizes that agency and self-efficacy are fundamental to learning. A learning community that supports agency offers opportunities for students to develop important skills and dispositions, such as critical and creative thinking, perseverance, independence and confidence. These are vital to the learning process and the development of self-efficacy. The learning community further offers students multiple opportunities to experience the impact of their choices and opinions, which support their evolving perceptions of their identity. In return, students with a stronger sense of self-efficacy bring a stronger sense of agency to the learning community. A school with a focus on agency considers its perceptions of how children learn, children's capabilities and the overall value of childhood. When teachers consider their beliefs around children's identities and rights, they are examining personal beliefs, theories, cultural backgrounds and values. For example, the teachers' beliefs and values will influence their choices of how to allocate time, how to set up learning spaces, choose and arrange materials and foster relationships within the classroom and the broader community.

PYP Transdisciplinary Themes

Who we are

Where we are in place and time

How we express ourselves

How the world works

How we organise ourselves

Sharing the planet

Students inquire into, and learn about these globally significant issues in the context of **Units of Inquiry**, each of which addresses a **Central Idea** relevant to a particular transdisciplinary theme. These units collectively constitute the school's **programme of inquiry**. The units of inquiry are finalized after much collaborative discussion within the school and these transdisciplinary themes give the required base for the same.

In developing an individual unit of inquiry, organized around a Central Idea, the following are the criterion which is kept in mind:

Engaging The unit should be within the periphery of the interest of the students so that they remain involved

Relevant Linked to the student's prior knowledge, experience and understanding

Challenging Extending the existing knowledge to upgrade their competencies

Significant Contributing to an understanding of the transdisciplinary essence of the themes

Concept- driven curriculum

The central philosophy of the PYP is its drive towards a purposeful and structured inquiry which can be achieved by framing a concept- driven curriculum. A concept –driven curriculum helps the learner to construct meaning through improved critical thinking and the transfer of knowledge. Transdisciplinary concepts enhance the connectivity and coherence across the curriculum.

Image source: https://www.morgantondayschool.com/blog/ib-key-concepts
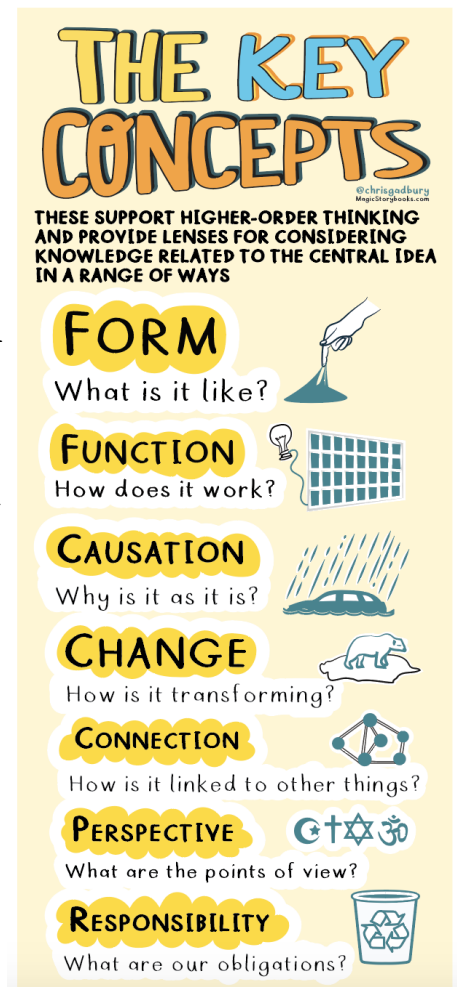
Approaches to learning

The emphasis on the development of conceptual understanding can be achieved with a set of transdisciplinary skills imbibed into the students during the teaching-learning process. These skills are best developed in the context of authentic situations such as those offered through the PYP units of inquiry and interpretation of these situations done by the teachers in accordance to the understanding of their group of students.

Students acquire and apply the following approaches to learning throughout the programme :

Thinking Skills
Critical Thinking   **(Analysing and evaluating issues, ideas, and forming decisions)**
Creative Thinking   **(Generating novel ideas and considering new perspectives)**
Information Transfer   **(Using skills and knowledge in multiple contexts)**
Reflection and metacognition   **(Using thinking skills to reflect on the process of learning)**

Self Management Skills
Organization   **(Managing time and tasks effectively)**
States of Mind   **(Using strategies that manage state of mind)**

Research Skills
Interpersonal relationships, social and emotional intelligence   **(Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and Communicating)**
Media literacy   **(Interacting with media to use and create ideas and information)**

Communication Skills

Exchanging Information
(Listening, interpreting and speaking)

Symbolic exploration and expression
(Using language to gather and communicate information)

Social Skills

Interpersonal relationships, social and emotional intelligence
(Developing positive interpersonal relationships and collaboration)

Image source: ManageBac

Action:

Thoughtful and appropriate action is the learning outcome in PYP. The explicit expectation of the PYP is that a successful inquiry will lead to responsible action, initiated by students as a result of the learning process. This action will extend the student's learning and may have a wider social impact. The school gives ample opportunity and the power to choose to act; to decide on their actions and to reflect on these actions. In the PYP, it is believed that every student, every year, has the right and should have the opportunity to be involved in action. This action can be individual or can be taken collaboratively by a group of students.

In fact the action component of the PYP can involve in the widest sense of the world; service to fellow students, to the larger world, both in and outside the school. The action chosen by the student can be the most significant **theme end** which will certify the efficacy of the programme.

The Action Cycle

Reflect — Choose — Act

Effective action includes the following parameters:

Should be modeled by the adults in the school community

Should be voluntary and involve students

Should be related to students' experience

Students should be able to witness the outcomes

Should include accepting responsibility of consequences

EXPECTATIONS FOR ASSIGNMENTS IN PYP

The CI assignment reflects children's stages of development and growing independence, and is guided by educational research.

Parents are expected to give support and encouragement to their children in developing good learning habits by:

Talking with their children about what he or she is learning

Being available and alert to answer questions

Reviewing completed tasks

Informing the teacher when problems arise or any behavioral change

For students :

- Reading is an essential part of a child's educational experience. Parents are expected to read with/to their child on a daily basis. Independent readers are expected to engage in reading as part of their daily routine.

- Time for play, exploration, and the pursuit of personal interests is an essential part of human learning. Parents are encouraged to provide ample free time for their child at home to engage in self-directed activities.

- Homework engagements are used to reinforce new concepts and skills, and to help build effective learning habits.

- Homework engagements may include tasks set by teachers to support Units of inquiry {UOI}, weekly word study and number knowledge practice.

- The amount of time that children spend daily, depending on the learning tasks assigned at each grade level, and the ability and diligence of the individual student.

SPORTS AT CI

Sports play an important role in a child's growth and development. Sports not only has health benefits but also increase the concentration, develop a sense of self, bring individuals together. At Choithram International, we offer various sports activities as an academic part of PYP as well as an extracurricular activity. Students need to make a choice from different sports offered i.e Football, basketball, lawn tennis, table tennis, badminton, skating, chess and cricket.

CLUBS AT CI

At CI, Social-Emotional Club and Mother Language Club are organised for PYP 2 to PYP 5. The SEL Club is based on developing social-emotional intelligence and focus on holistic development of the learners to lead them on a path of becoming responsible, compassionate, and open-minded individuals. A mother language club helps to develop a child's personal, social and cultural identity. This club helps children to appreciate the diversity of cultures around the world.The clubs will be held on 1st, 3rd and 5th Saturdays of every month.

LIBRARY AT CI

The library at Choithram International aspires to make every aspect of the library experience appealing and enjoyable for the student as well as the teachers. We are accoutered with a wide range of resources as books, encyclopedias, magazines, and newspapers that are available for children. We encourage the reading for pleasure by providing access to the electronic resources and cultivate children's research and enquiry skills during our library lessons. We also make the library a fun and exciting place to be with lots of activities.

SCHOOL POLICIES—(Brief)

A. ACADEMIC INTEGRITY POLICY

Academic honesty and integrity is an indispensable part of the International Baccalaureate Organization and an essential part of Choithram International. Academic Honesty Policy of CI closely follows the IB publication, Academic Honesty: Guidance for Schools. The purpose of this policy is to clearly state the expectations that the faculty has from the students and role and responsibilities of the teachers and parents, to ensure that the learners present authentic work.

Academic Honesty should be viewed positively by all the stakeholders and act with integrity and honesty taking responsibility of our actions and their consequences. Thus striving to be "Principled".

Academic Misconduct includes the following:

1. Plagiarism

- Not acknowledging the original source of information or ideas
- Not using Proper In-text citations
- Closely Paraphrased material that is too similar to original source should also be in-text cited

2. Collusion
3. Duplication of work
4. Faking websites in citations

Malpractice also includes any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate like taking unauthorized material into an exam room or misconduct during an examination or taking undue advantage from external tutor while performing home assignments.

Responsibilities of students:

Candidate must bear the consequences if he/she submits any work that is not his/her own, regardless of whether the plagiarism was unintentional or deliberate.

Students are expected

- Not to indulge in any kind of academic collusion, plagiarism, duplication of work and all other forms of cheating.

- Inform the staff when any other student has committed any of the above mentioned academic dishonesty.

- Present authentic work by ensuring that they have used proper citations and using authentic websites by evaluating the resources.

- Present work that acknowledges all the sources used in the work submitted without faking the websites or missing any references.

- Submit all the work/ tasks with along with the checklist to ensure proficient research skills practiced and academic honesty policy implemented as signed. The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with work or ideas of others fully and correctly acknowledged.

Responsibilities of parents:

- To develop a sense of academic honesty in their child and be viewed positively.

- To guide their child to an extent rather than helping beyond limit.

- To always ensure and encourage their child to present authentic work.

- To encourage their child to acknowledge all the sources referred to for the completion of the work and to use proper in-text citations.To guide their child in evaluating authentic resources or identifying quality resources.

- To support the school staff in developing a sense of responsibility in their child to become principled.

Enforcement of the policy

The school reserves all rights to check the student-submitted work for authenticity. The method of checking can range from use of external websites to other methods which the teacher deems fit in order to verify the originality of student work.

Consequences of violation of academic honesty policy:

The students need to be principled and maintain the norms of Academic honesty. Malpractice incidents will be discussed with the student and then reported to parents, counselors, and Coordinators.

The action against malpractice will be taken in three phases from MYP1 onwards:

1. First violation of norms will call for no grades(0) in the assignment / assessment under consideration. Parents would be called to the school and intimated verbally about the same.

2. Second violation of norms will call for no grades(0) in the assignment/ assessment under consideration. Parents would be called to the school and intimated about written warning issued to their wards.

3. Third violation of norms calls for expulsion from school.

B. LANGUAGE POLICY

Introduction: In our Language Policy, we have endeavoured to provide a language framework across all three IB programmes – PYP, MYP and DP. All IB Programmes have to work in tandem, reinforcing the language philosophy, which is to provide knowledge and learning experience that have global significance and that give students the opportunity to explore the similarities and appreciate cultural differences beyond borders.

The Language Policy Steering Committee works on incorporating the requirements of IB pertaining to language acquisition and language development.

Language Learning at CI PYP:

Language learning is a part of all subject areas for gaining expertise in subject-specific terminology, specific demands of different types of questions, making connections from classroom experiences to the tasks / exams, and in written and oral expression.

Home Room Teachers (HRTs)/ Tutors and subject teachers provide the students with opportunities to develop effective communication skills in their disciplines. The six skills of language learning: Reading, Listening, Writing, Speaking, Viewing and Presenting are firmly entrenched in the curriculum from PYP to DP.

All CI teachers provide opportunities for prior understandings to be shared in order for background knowledge to be built upon; to scaffold meaning; to extend language and to affirm identity. It is accepted and understood that new learning and understanding is constructed upon previous experiences and conceptual understandings in a developmental continuum. The ongoing language development of our students is the shared responsibility of teachers, parents and students.

Language learning is enhanced when parents and members of the wider community are supportive of the learning process and are involved in it. The school promotes community awareness, involvement and support by promoting and utilising positive community links, especially parents and teachers share the major responsibility for the education of the children.

Beliefs and aims :

At Choithram International, our language philosophy aims to:

• Enable students to learn and use language effectively, appropriately, accurately, and confidently.

• Extend active Mother Tongue support to all students to facilitate optimum learning.

• Develop students' aural, oral, reading, writing, viewing and presenting skills.

• Enable students to develop and use language skills in a variety of contexts and purposes.

• Promote the appreciation, understanding, and analysis of language and literature, from diverse cultural and ethnic backgrounds, varied perspectives of people belonging to different cultures.

- Understand the specific vocabulary and terms used in different subject areas.
- Encourage students to employ Basic Interpersonal Communicative Skills (BICS) in and out of the classroom to aid in student-teacher and student-peer relationships, and effectively move towards developing Cognitive Academic Language Proficiency (CALP).

Language Profiling Process :

Statistical analysis revealed that over 80% students come from families where the Mother Tongue and the preferred language of communication at home is Hindi or its dialects, or a combination of both.

In PYP, after admission of the student, parents are required to fill in the form for language profiling.

Language Support Programme in PYP:

Language teaching (by the year level teacher/subject teacher or support teacher) is recommended

- As a language inquiry to directly support the planned Programme of Inquiry.
- As a connected experience within the transdisciplinary unit of inquiry.
- As a stand-alone teaching to directly support a specific need in a transdisciplinary unit of inquiry.
- As part of the agreed upon knowledge and skills to indirectly support the programme of inquiry.

Mother Tongue development in PYP:

CI ensures the mother tongue (established as Hindi) is appropriately developed and maintained. We have a well structured curriculum and strong faculty members across all the three programmes to aid the mother tongue development.

The mother tongue coordinator monitors the mother tongue maintenance across the different programmes.

If a student of foreign origin expresses an interest in learning Hindi , the school offers it as an option for Language Acquisition.

Implementation in PYP:

Apart from English and Hindi, the programme offers French as LOTE (Language other than English), which is offered from PYP 3 onwards. Language Learning at CI PYP is aimed at promoting students' capacity to use language to:

- Fulfill their everyday needs

- Develop, maintain and express their own sense of identity

- Establish and maintain relationships with others

- Organise their thoughts and learn about the world

- Reflect upon their experiences, thoughts and feelings and share these with others

- Obtain information to direct and advice others

- Make decisions and solve problems involving themselves and others

- Participate in recreational and imaginative activities

- Appreciate and contribute towards their cultural heritages

- Interrelate the skills of listening, speaking, reading, writing, viewing and presenting

Students in PYP are represented by a wide range of personal and social backgrounds. To cater to this range of students we believe the lifelong process of learning language is best developed through :

- Scaffolding and monitoring of learning experiences

- Recognition of individual learning styles and rates

- Provision of purposeful learning experiences

- Fostering of the learner profile attributes.

- Recognition and valuing of prior learning experiences.

- Valuing diversity of cultural, intellectual and physical aspects

Students making the transition from PYP to MYP should be able to use the languages to express effectively. In French, the learner is expected to be able to develop an elementary understanding and vocabulary for use.

Language Assessment:

All assessments across the programmes are formulated as per the CI Assessment Policy. Formative and Summative Assessments for all languages are planned periodically. Students are observed and assessed in the classrooms through oral presentations, written assessments, student led classes, peer assessments, group activities etc. All such activities are planned keeping specific learners' needs, learning outcomes, task specific clarifications and assessment criteria in mind.

C . INCLUSION POLICY :

Inclusion Policy of CI is directly aligned with the motto of the organization "because every child deserves the best." It recognizes all students in spite of their wide variety of cultural backgrounds and believes that children possess a range of academic, physical, emotional and social needs. We believe in the inclusion of all students by responding positively to their unique needs. We aim to maximize the potential of all students through the removal of barriers and increase their learning opportunities. The policy ensures that curriculum, planning and assessment for children with inclusive educational needs takes account of the type and extent of the difficulty experienced by the child. It also provides a safe place for students to come and share their personal problems as well.

The information shared by or about the student is kept confidential and will be shared with the teachers responsible for the education of the child only through consultation with parents. Policy aims to create an environment to meet the Inclusive educational needs of every child, it ensures that the diverse learning needs of children are identified, assessed and catered, and enables all learners to have full access to all elements of the school curriculum removing all barriers to learning. It also states the role and responsibility of staff in providing for a child's Inclusive Educational needs, and ensures that parents are able to play their part actively in supporting their child's education.

Inclusive Education Policy is aligned with the schools admission policy, it expects all parents to confide the diverse learning needs of their child (if any) at the time of admission so that the intervention may be planned right from the admission. The students have to go through a strategically designed psychometric test to reveal their diverse learning needs. IE policy caters to diverse learning needs ranging from ADHD, specific learning disabilities, High abilities & multiple intelligences as well as different learning styles of learners, physical disabilities or speech disorders, Social, emotional and behavioral difficulties and language difficulties in children.

Homeroom teachers coordinate with subject tutors and to identify a student with diverse learning needs/ emotional needs and report it to the concerned coordinator, then through a proper referral procedure the student is referred to IE coordinator/school counselor, further plan of action is decided by the I.E. Coordinator [Refer IE policy document].

CI ensures adequate in-house support to overcome behavioral and learning issues in students. The school supports the students at two levels namely school action plan and school action plus plan and an IEP will be written in both the cases.

Schools may make separate arrangements for assessments of students with learning difficulties as per the norms of IB. All Access arrangements will be catered to for these students during all formative, summative and formal examinations for MYP and DP as per IB's assessment access requirement.

The policy clearly states the role and responsibilities of program coordinators, teachers, parents and students as well.

D. ASSESSMENT POLICY

Assessment Philosophy:

The primary purpose of assessment and evaluation at Choithram International is to support and improve the process of teaching and learning. As all students have different learning styles, experiences and abilities, the assessment and evaluation of their learning must be fair to all students, be varied in nature and allow students to demonstrate the full range of their learning.

Teaching, learning and assessment, are intertwined and interdependent and should be focused on the habits of mind, critical thinking skills, 21st century skills, knowledge, concept and attitudes that will provide for success within the IB program, in school, and beyond.

Assessment is a vital part of the learning process. The purpose of assessment is the holistic development of the learners which helps them to understand their capabilities and enables them to overcome their shortcomings.

Assessment reflects learning and is a process involving pre assessment at the beginning of each learning cycle, assessment for learning throughout and assessment of learning generally at the end. Learning and assessment at CI is criterion- related and has educational and pedagogical value.

Assessment in PYP :

The main aim of assessment in the PYP is to provide feedback on the learning process and the development of the five essential elements to inform further learning. Assessing student's prior knowledge as well as progress monitoring their achievements throughout the learning process enables teachers to plan and refine their teaching accordingly. Assessment in PYP aims to :

- monitor progress and support learning that can lead to further inquiries;
- recognize and inform the achievements of students;
- guide future planning, teaching and curriculum development for producing a quality product or performance;
- use a variety of learning styles, multiple intelligences and abilities to express their understanding;
- be authentic and meaningful in context with real life experiences;
- comply with the IB curriculum requirements

Types of Assessment

Assessment for learning

Pre-assessment

Pre-assessment occurs before beginning new learning in order to uncover prior knowledge and experiences, as well as to direct further learning. Some examples of this may include KWL charts, Think - puzzle - explore, Class discussions, Mathematics and Language skills tests, questionnaires and written responses. Many pre-assessments involve the 'tuning in' engagements for each Unit of Inquiry.

Assessment for learning is incorporated into the daily learning process. It provides teachers and students with information about how the learning is developing. This aims to promote constructive learning by giving regular and frequent feedback. These assessments and teaching are directly linked and function purposefully together.

Assessment of learning

These assessments occur at the end of a teaching and learning cycle. It gives students a single opportunity to demonstrate what has been learnt by applying their knowledge in new and authentic ways. It informs and improves student learning and the teaching process. The assessment task for each unit of inquiry is collaboratively designed at the beginning of each unit and directly measures the central idea.

Assessment as learning

Assessment as learning occurs when students are their own assessors. They reflect on and monitor their progress, to inform their future learning goals. This can take place throughout the learning journey of the unit, through reflecting and reframing their goals. Some examples of this may include self and peer learning through assessment, interactive sessions, feedbacks.

The four dimensions of assessment

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions "Am I making progress? How do I know?" They gather evidence of learning to answer these questions.

PYP assessment has four dimensions: **monitoring, documenting, measuring and reporting on learning**. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.
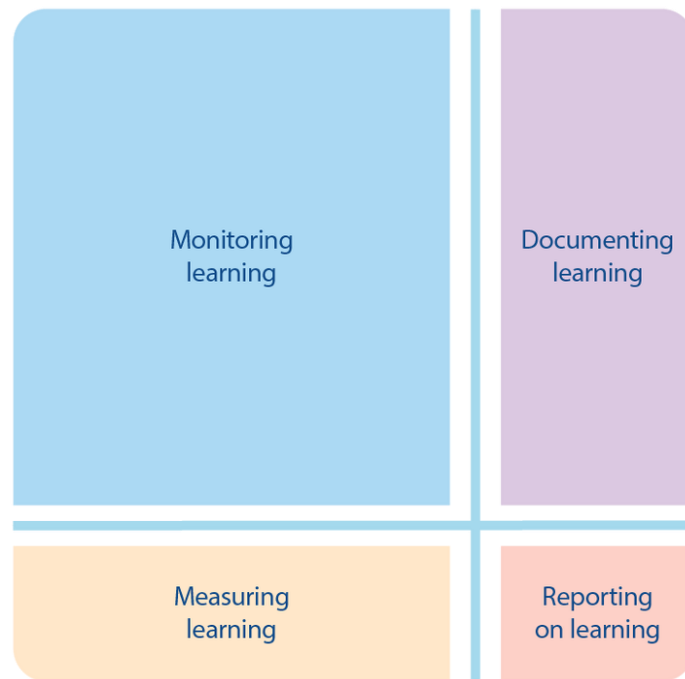
Monitoring learning

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 learning

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. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

- Learning logs or journals: These are used to record feedback and reflections of ongoing learning.

- Learning stories: Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.

- Portfolios: A collection of artifacts that can also contribute to reporting.

- Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

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 provides further data to support a larger picture of student achievement and progress in learning.

Analysing learning

Teachers use multiple data points to evaluate student progress. The aim is to organize, aggregate and disaggregate data to derive information to support evidence-based decision-making. The PYP supports collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching.

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. 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.

Student Report (PYP)

- To be generated after every term
- To be used as an official communication with parents
- To use a standardized format. Teachers to reflect on students' performance in terms of achievement on the units of inquiry, skills, concepts and work of specialists in integration or stand-alone. The discrepancy, if at all, in the grades acquired for achievement in the Report card justifies our point of view about PYP reporting not only it being a report on product but also the process.
- Student Portfolio to be maintained to display work of the students and therefore their progress in their learning. The purpose of a portfolio is to provide a picture of each student's progress and development over a period of time as an individual or a group learner.

PYP General Grade Descriptors

The written reports are generated and compiled after every term and is officially communicated to the parents online where in the students' strengths and areas of improvement are shared to help understand the future course of action. Written reports include grading of students on the assessed strands and sub strands of inside and outside the units of Inquiry, grading of essential elements, acknowledging of IB learner attributes, reflection on ATL Skills (using N, L, P, E i.e. N - Novice, L – Learner, P - Practitioner, E - Expert) and teacher feedback.

The descriptors used for grading are mentioned below:

Abbreviation	Title	Description
E	Exemplary	Independent and advanced level of understanding
P	Proficient	Proficient and demonstrates consistently
S	Satisfactory	Showing noticeable progress
D	Developing	Developing and making progress
N/A	Not Applicable	Not Applicable

Conferences

1. **Student - led conference** : As the name suggests, the students lead the conference and also take the responsibility for their learning by sharing the process with their parents. The conference is minutely observed by the teachers and students are assessed on the basis of their involvement in a variety of learning situations.

• All students participate in SLC once a year

• Teachers and students work jointly to collect and reflect on demonstrated work

• A reflection sheet is completed by all three groups involved in the conference (student, parent and teacher)

• Content and time allotted will vary grade-wise

2. **Three way conference** are organised for the parents and teachers to identify the students' progress. Students' introspect on their learning journey, achievements and weaknesses and communicate them to parents and facilitators. Accordingly together they set future learning goals.

3. **Parent(s) - teacher meetings** are designed to inform parents about the students' progress. These help the facilitators and parents to resolve concerns and define their roles in the students' learning.

• **Exhibition (PYP) :** At CI the PYP 5 students participate in a culminating project collaboratively and collectively on any transdisciplinary theme. The exhibition unit involves them in identifying, investigating and offering solutions to real life issues and problems. Students engage themselves in an authentic and in depth inquiry process and demonstrate their learning through action. In this process the students are required to demonstrate the five essential elements and exhibit the IB learner profiles. Exhibition provides the students' with a platform to synthesize their PYP learning and celebrate the transition from primary to middle years programme.

Analysis of Assessment Data

The teachers collaboratively review students' learning experiences, achievements and scope of improvement. This helps in analysing areas of improvement and deciding on the further course of action. The teachers are then able to set achievable goals for teaching and learning process.

E . ICT CODE OF PRACTICE

Using the computer network is a privilege and shall be governed by the Choithram International's policies and discretion. This code of practice is to be adhered to by all.

Choithram International and the School's Management by Authority have a duty to ensure that all users are safe and shall not be exposed to any illegal or inappropriate content in any form. To make this effective throughout the academic session the school's authority shall ensure that no such illegal or inappropriate content is stored in electronic devices within the school campus. These restrictions are not intended to interfere with the students' academic learning and growth. In case students feel the need to understand these policies better, they may always approach the Tech Department to resolve their queries.

Internet and school email usage are subject to monitoring by the school authorities. No personal external media or storage devices are allowed to be used by students on the campus.For access to the internet students are expected to use only school Wi-Fi (personal hotspot connections are not allowed). The cost of damaging or losing any school's ICT equipment has to be borne by the student/user to whom it has been issued.**Students should ensure that the profile picture of their school email ID should have their own photograph in school uniform.Indecent profile pictures will lead to blocking of email ID.**

The students are not allowed to carry Mobile phones and earphones/ earbuds/headphones to school. iPads with SIM cards must not be used by the students in the school campus. Students are not allowed to use their laptops/ iPads during a lesson without specifically being asked to do so by the Facilitator.

Students should not, under any condition, share photos , meet links or any property of the school with any person or third party and on any social media without prior permission.

The use of social networking sites and all kinds of online chatting tools are strictly prohibited during school hours. Daily reports would be sent to the Head of School for all kinds of breach attempts.

The School logo and name, in fact, any organization's logo and name, are the intellectual properties of the concerned organizations and using them without their permission is an infringement of DPA (Data Protection Act) 2011, Information Technology Act 2008 and Copyrights Act. The school has only one authentic page on Facebook , Instagram and Twitter, students should refrain from following or creating any other fake school accounts on these platforms. Students indulging in posting any inappropriate content against the school community or any engagement on social media that goes against the discipline and decorum of Choithram International will be dealt with severely.

Sound, Music, Games, or Apps

- The School protocol involves installing profiles/restrictions on the student's iPad. Due to this practice, the **APP STORE** will be blocked. Students will be allowed to download all the curriculum-relevant apps at the beginning of the term and then the profiles will be installed. Profiles will be removed during vacations.

- The school is not responsible for any type of loss, damage or theft of hardware, software and data from the student's iPad/laptop.

- Sound of the devices must be muted at all times unless permission is obtained from the teacher for instructional purposes.

- The device name should be the student's name and his/her grade. The students are not allowed to give any random name to their iPads/laptops.

- Music related to the curriculum is allowed on the iPad and can be used at the discretion of the teacher and discrete policies.

- Apps can be used at the discretion of the teacher. These apps need to be directly related to the curriculum and approved by the subject teacher.

- Educational games can be used, with prior permission from the coordinator and the subject teacher.

- No games or videos should be found in any iPads/laptops as they are not allowed in the school premises. Devices having such content will be confiscated and a case against the student will be forwarded to the respective coordinator and HOS. Returning the device to the student shall be at the discretion of the coordinator or HOS.

- The iPads/laptop should not have any downloading software like uTorrent, vuse, idm, download accelerator, etc.

- Unwarranted use of a camera app for clicking pictures and recording videos during class is strictly prohibited unless instructed by the teacher.

- Shopping apps, movie apps, over-the-top (OTT) streaming apps, and music apps are strictly prohibited from being installed and used on iPads/laptop.

Use of the Internet:

The internet is provided to help you with learning activities such as research, online activities, online educational games and enhancement of knowledge and skills. The internet is not to be used to access anything which is illegal or anything that someone else may find offensive. This includes pornography, discrimination, and racial or religious hatred. If the student is unsure about this rule, or comes across anything that the student feels is inappropriate, the student should turn his/her system off and inform the concerned teacher immediately.

The Internet is a vast world and the student, as a responsible user of the Internet, should respect others' sentiments, emotions, beliefs and culture. The student should not, by any means, involve himself/herself in any kind of cyber-bullying or sending/sharing offensive or disrespectful comments about others.

In general, when using the Computers/iPads the student shall:

- always use their own device. (You are suggested to stick a label which carries name and grade.)

-

- always behave in a sensible, mature way, respecting others at all times.
-
- keep a strong password and do not share it with any person other than the Tech Department.

-

- report any suspected breach of network security (whether by myself or others) to the IT teacher, the School's Network Manager or the Programme Coordinator.

-

- not cause any damage to the computer, computer systems or network. If they come across any such act of causing damage they should immediately report it to the IT Department.

When using the Internet and email, the student shall:

- refrain from accessing any newsgroups, links, web pages or other areas of cyberspace that would be considered offensive in the judgment of the IT Department because of pornographic, racist, violent, illegal, illicit or other content.

- never use valuable computer time playing non-educational games or accessing information which is not part of school work.

- never try to bypass any of the security systems. This security is in place to protect the student from illegal sites and to stop people from hacking into other people's accounts.

- always be respectful of others and use appropriate language during any interaction through the network. The student will refrain from using obscene, harassing or abusive language and will report any cases of such usage against him/her or others to his/her Tutor and IT Department.

- not download software, games, music, graphics or video without seeking permission from the ICT teacher and shall obtain proper permission from the copyright holder if required.

- ensure use of downloaded material in an appropriate manner in his/her work, listing its source in a bibliography and clearly specifying any directly quoted material.

- never reveal personal information, including passwords, names, addresses, credit card details, telephone numbers and photographs of himself/herself and others to anyone. If the student is uncertain as to the need to reveal any of this information, the student should ask his/her teacher/parent.

- All students of the school must respect the confidentiality of sensitive information. Personal and school-related data should not be shared without proper authorization.

- When sharing information, ensure that you provide proper attribution to original sources to avoid plagiarism.

- Respect copyright and intellectual property rights by obtaining permission before sharing copyrighted material.

F. WELL-BEING POLICY

Wellbeing is at the core of curricular and co-curricular framework of PYP. Social Emotional Learning is catered to so as to help the learners nourish their learning journey. The PYP teachers support the physical, emotional, social and spiritual development of the learners. It also implies that we treat behavioural mistakes in the same way that we treat other learning challenges. Each grade level is supported by a homeroom teacher, other facilitators and the counsellor to support student learning.

The homeroom teacher provides the point of first contact for students and parents. It focuses on the well-being and progression of each student on an individual basis. Our curriculum is comprehensive, age appropriate and addresses the stu- dents' social and emotional development. It equips them with the skills they will need, to face the challenges in an ever-changing world.

Complaint Address System—Grievance Redressal Cell

The school has developed its Grievance Redressal Cell which would look into any complaint or unpleasant experience that any of the members of the school community might undergo. These may be pertaining to academics, implementation of IB practices, administrative, finance or any other serious harassment related grievance.

Name	Designation in the Committee	Designation in school	Email Address	Mobile Number
Ms. Neeta Mishra	Presiding Officer	Deputy Head of School	Neeta.mishra@choithraminternational.com	9910398155
Ms. Gunjan Belani	Member	PYP Teacher	gunjan.belani@choithraminternational.com	7999516147
Dr. Ajay Parihar	Member	Parent PYP	p.arya.parihar@choithraminternational.com	9977884488
Mohammed Badshah	Member	PYP Student	Mohammed.badshah@choithraminternational.com	
Mr. Praveen Singla	Discipline In-charge	Sport HOD	Praveen.singla@choithraminternational.com	7987197447

Academic complaints: (implementation of IB Programmes or any other academic concern)-

Whole School: Ms. Neeta Mishra
Email id : neeta.mishra@choithraminternational.com
Mobile no: 9910398155

PYP: Ms. Pallavi Makhija
Email id :pypcoordinator@choithraminternational.com
Mobile no: 9584000946

Administrative and finance Complaints: (infrastructure, conveyance, hostel facility, food etc.)
Mr. Rakshit Yadav
Email id: rakshit.yadav@choithraminternational.com

General Complaints:

**The hierarchy to be followed-
Home Room Tutor/Tutor/Subject teacher
Program Coordinator
Head of School**

LIST OF HOLIDAYS IN SESSION 2023—24

Date	Day	Events
29th June	Thursday	Id-ul-Juha
29th July	Saturday	Muharram
15th August	Tuesday	Independence Day
30th August	Wednesday	Raksha Bandhan
7th September	Thursday	Krishna Janmashtami
19th September	Tuesday	Ganesh Chaturthi
28th September	Thursday	Milad-un-Nabi
29th September	Friday	Next day of Anant Chatur-
2nd October	Monday	Gandhi Jayanti
23rd October – 25th Octo-	Monday - Wednesday	Dussehra Break
10th November – 14th No-	Friday – Tuesday	Diwali Break(Deepavali)
15th November	Wednesday	BirsaMunda Jayanti
27th November	Monday	Guru Nanak Jayanti
25th December – 1st Jan-	Monday – Monday	Christmas Vacations
26th January	Friday	Republic Day
24th February	Saturday	Ravidas Jayanti
8th March	Friday	Maha Shivaratri
26th March	Tuesday	Holi [Dhulandi]
29th March	Friday	Good Friday
30th March	Saturday	Rang Panchami
10th April	Wednesday	Eid ul-Fitr
14th April	Sunday	CeebrationAmbedkar
17th April	Wednesday	Ram Navami
21st April	Sunday	Mahavir Jayanti

Note: Extra holidays suggested for Dussehra and Diwali breaks will be adjusted on the next (non working) Saturdays.

Important Links

We at CI believe in a strong Parent Teacher Relationship, so we would like to request you to use the various portals which will help you gain an insight about important updates of the school.

Facebook Page : Choithram International an IB World School.........
School Website : http://choithraminternational.com/
School Blog : http://choithraminternational.blogspot.in/
Time Table : https://choithraminternational.edupage.org/
Principal's email Id : principal@choithraminternational.com
PYP Coordinator's email Id : pypcoordinator@choithraminternational.com