

# HSV Dutch International Primary School

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School Plan  
2019-2024

HSV



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**Hoe dit document te lezen:**

Dit document is een “work in progress” document. Het is ontstaan uit de samenwerking tussen de Nederlandse en de internationale afdeling om onze doelstelling van integratie te bekrachtigen.

Hoewel de inhoud duidelijk is voor de makers, kan het minder duidelijk voor de lezer zijn. Om het lezen te vergemakkelijken hebben we het Engels deel in cursief en met een groene achtergrond weergegeven.

***How to read this document:***

*This document is a work in progress. It has been a collaboration between both the Dutch and International Department in order to empower our goal of integration. Although the content is clear for its creators, it may be less clear for the reader, however, there are some things we have done to make it clearer such as the English sections being in italics and with a green background*

# HOOFDSTUK 1 / CHAPTER 1

Inleiding

*Introduction and Summary*



## 1. Inleiding

De basisschool Haagsche Schoolvereniging (HSV) bestaat uit een Nederlandse afdeling en een internationale afdeling. De internationale afdeling bestaat uit vier locaties. Op drie van deze locaties zijn alleen internationale leerlingen aanwezig. De locatie Nassaulaan heeft een afdeling waar Nederlandstalig en tweetalig onderwijs wordt gegeven en een afdeling waar Engelstalig onderwijs wordt gegeven. Deze locatie vormt daarmee een gemengde leeromgeving voor zowel Nederlandse als internationale leerlingen.

De locaties en afdelingen werken nauw samen, zodat zij van elkaar kunnen leren en profiteren.

Onze Nederlandse afdeling neemt deel aan een pilot van het ministerie van Onderwijs, waardoor er tweetalig onderwijs (Engels-Nederlands) wordt gegeven in groep 1 t/m 5. Ieder schooljaar komt er een leerjaar bij, waardoor aan het einde van de pilot (2022) in elk leerjaar tweetalig onderwijs wordt gegeven.

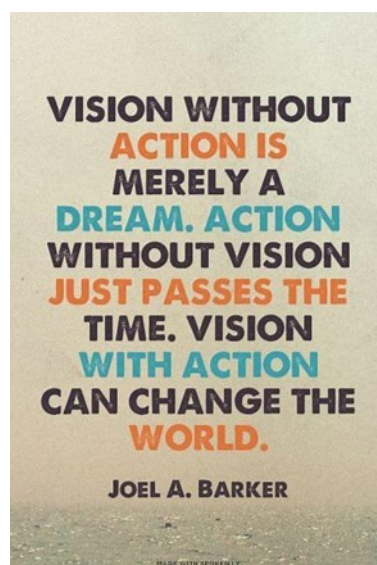
De ontwikkeling op bestuursniveau van een nieuw strategisch beleidsplan (2018) met medewerking van de gemeenschappelijke medezeggenschapsraad (GMR), samen met de uitkomsten van de tweejaarlijkse ouder-, personeel- en leerlingtevredenheidsonderzoeken zijn uitgangspunten voor dit schoolplan.

In dit plan wordt aangegeven wat het beleid op hoofdpunten is voor de komende vijf jaren. Het is een vooruitblik naar de situatie die wij voor ogen hebben. Het mag duidelijk zijn dat er gedurende de jaren veranderingen zullen optreden die kunnen leiden tot aanpassingen of ons wellicht noodzaken van het plan af te wijken.

Naast de beleidsvoornemens wordt waar mogelijk aangegeven welke stappen op middellange termijn kunnen worden ondernomen. In de jaarlijkse actieplannen wordt duidelijk wat er in een afzonderlijk schooljaar wordt beoogd, ontwikkeld, geborgd en eventueel gewijzigd. Deze plannen worden per schooljaar opgesteld en geëvalueerd.

Dit schoolplan geeft richting aan ons onderwijs. Het is geschreven voor het personeel, de medezeggenschapsraad en het bestuur en ter informatie voor andere belanghebbenden. De medezeggenschapsraad (MR) dient in te stemmen met dit plan als geheel. Jaarlijks zullen de evaluatie van het afgelopen schooljaar en de plannen voor het volgende schooljaar met de MR worden besproken. Hierbij zal op onderdelen advies dan, wel instemming worden gevraagd.

Het is belangrijk dat het personeel in de eigen dagelijkse praktijk aan de doelen van dit schoolplan wil en kan werken. Goed onderwijs ontstaat namelijk niet door nieuwe plannen op papier te schrijven, maar door er in de praktijk mee aan de slag te gaan. Leerkrachten vormen hierin een cruciale factor: doordat leerkrachten en leerlingen dagelijks samen leeractiviteiten ondernemen, komt goed onderwijs tot stand en kunnen onze leerlingen zich optimaal ontwikkelen.



## **1. Introduction**

*The HSV primary school consists of a Dutch and International department spread over four locations in different areas of The Hague. Two locations, Koningin Sophiestraat (KSS) and Van Nijenrodestraat (VNS), consist of solely international children. Our newest location, Van Nijenrodestraat (VHS), is home to our international department as well as the Three Little Ships (TLS) Pre-school, Lighthouse Special Education Primary School (LSE) and Het Open Venster, (HOV) a Dutch Dyslexic Primary School. The Nassaulaan (NSL) location houses a Dutch (NA) and International Department (ID). Since September 2014, the children beginning in the group 1 of the Dutch Department have been taught in both English and Dutch as part of a national project on bilingual education (TPO) . It is the aim of the HSV that all locations and departments work together when they can to benefit the educational experience of our children.*

*The development of an HSV Strategic Plan at the board level along with comprehensive parent and staff surveys carried out in 2018 as well as dialogue with the MR, parents, staff and children, will guide school developments in the coming years.*

*This plan contains different chapters. Each chapter includes a section about policy and how we plan to develop the school in the coming four years. It is obvious that during the coming years there will be changes that will affect the decisions that we make.*

*There will be an Annual Plan which lays out the specific SMART goals for that year with time deadline, budgets, etc. When we outline ‘policy aspects to achieve in the short and medium term’, we mean before 2024.*

*This school plan gives direction to our education. It is written for the staff, the MR and the board. It provides information about the school for other stakeholders. The MR is involved and their approval sort at part of the school planning process. Action plans/Grids for key areas of development are created on an annual basis. These are evaluated annually and then plans are made for the following year. Progress is reported in the annual report for the board. It is important that the staff in their own daily practice want and can work towards the goals of this school plan. Good education does not come about by writing new plans on paper, but by getting to work on them in practice. Teachers are a crucial factor in this: because teachers and students undertake learning activities together on a daily basis, good education is achieved and our students can develop to their full potential.*

## 1.1 Visie en Missie

Bij de HSV staan we voor een belangrijke missie: **Global Citizenship, Lifelong Learning!** (wereldburgerschap, een leven lang leren) Wij geloven dat we er alles aan moeten doen om wereldburgerschap te bevorderen en bij onze leerlingen de vaardigheden te ontwikkelen die ze nodig hebben om hun leven lang te leren. Onze missie is daarom: 'Kinderen in staat te stellen verantwoordelijke wereldburgers te zijn en een leven lang te leren in een voortdurend veranderende wereld'.

In de praktijk betekent dit dat de kinderen op onze school in aanraking komen met leerlingen, leerkrachten en begeleiders van verschillende nationaliteiten en culturen. Doordat we intensief samenwerken met de internationale afdeling en het aanbod van tweetalig onderwijs is er sprake van een unieke internationaal georiënteerde leeromgeving.

Door deel te nemen aan de pilot Tweetalig Primair Onderwijs worden zowel Nederlandstalig als Engelstalig onderwijs (30-50%) aangeboden in groep 1 t/m 5. Ieder schooljaar wordt er een leerjaar toegevoegd, zodat in het jaar 2022 in alle leerjaren tweetalig onderwijs wordt gegeven.

Daarnaast wordt door middel van het International Primary Curriculum (IPC) aandacht besteed aan een internationale oriëntatie. Hierbij werken leerlingen aan hun sociale en culturele vaardigheden. Hoe leren we over onszelf? Hoe leren we over de ander? En hoe staan we open voor een andere blik op de wereld?

In hoofdstuk 2 wordt verder ingegaan op het aanbod van tweetalig onderwijs, IPC en wereldburgerschap.

### 1.1 Vision and mission

*At the HSV we stand for an important mission statement: **Global Citizenship, Lifelong Learning!***

*We believe that we have to do the best we can to promote global citizenship and to develop in our students the skills that they will need for lifelong learning. Our mission statement therefore is: global citizenship, lifelong learning!*

*In practice, this means that the children at our school come into contact with pupils, teachers and counsellors of different nationalities and cultures. Because we collaborate intensively with the international department and the offer of bilingual education, there is a unique internationally oriented learning environment.*

## 1.2 Strategisch beleidsplan

Gedurende het schooljaar 2017/18 waren de belanghebbenden (personeel, medezeggenschapsraad) betrokken bij het opstellen van een strategisch beleidsplan voor de periode 2018-2023.

Als resultaat van dat proces zijn, naast de heroverweging van de visie en missie, onderstaande vier kernwaarden van de HSV vastgesteld. Tijdens één van de personeelsvergaderingen in aanloop naar de totstandkoming van dit schoolplan is er gesproken over de betekenis van deze kernwaarden in de context van de Nederlandse afdeling.

**Respect:** *In onze diverse organisatie streven we naar een goede samenwerking met respect voor de verschillende culturen, normen en waarden van een ieder.*

In onze school met zowel een internationale als een Nederlandse afdeling betekent respect in de dagelijkse praktijk voornamelijk dat we rekening houden met elkaar en onze verschillen accepteren. De zorg voor materiaalgebruik en rust in de gemeenschappelijke ruimtes zijn aspecten die in de respectvolle omgang met elkaar blijvende aandacht nodig hebben.

**Verbondenheid:** *Een gevoel van saamhorigheid binnen onze eigen scholen en verbondenheid met de andere HSV-scholen door onze gedeelde missie en kernwaarden.*

Voor de Nederlandse afdeling is in eerste instantie de verbondenheid met de internationale afdeling aan de Nassaulaan van groot belang. Met deze collega's en leerlingen wordt dagelijks samengewerkt, bijvoorbeeld doordat de klassen werken aan dezelfde thema's van het International Primary Curriculum (IPC). De kinderen krijgen gezamenlijk les in gemengde groepen en de klassen gaan samen naar culturele uitjes. De afgelopen jaren is met succes geïnvesteerd in de samenwerking tussen de Nederlandse en de internationale afdeling en hier gaan we ook in de komende jaren mee door. De verdere ontwikkeling van het tweetalig onderwijs speelt hierin een belangrijke rol.

Daarnaast staat het team positief tegenover een meer inhoudelijke samenwerking met de Willemsparkschool. Aangezien de leerlingenpopulatie redelijk vergelijkbaar is, kan bijvoorbeeld samenwerking op het gebied van IPC, cultuur en leerlingenondersteuning beide scholen versterken.

De verbondenheid met de andere locaties en scholen kan versterkt worden door ook op het gebied van digitalisering (b.v. nieuw leerlingvolgsysteem) en duurzaamheid (b.v. afvalscheiding in de gebouwen) gezamenlijk op te trekken en met en van elkaar te leren.

**Verantwoordelijkheid:** *Eigenaarschap, een proactieve houding en het oplossen van problemen zijn aspecten van onze gedeelde verantwoordelijkheid.*

Verantwoordelijkheid nemen geldt zowel voor het personeel als voor de leerlingen. Bij de Nederlandse afdeling stimuleren we de kinderen om zelf verantwoordelijkheid te nemen voor hun gedrag en hun leren. De ouders worden hierbij betrokken door bijvoorbeeld tijdens de gespreksmomenten met de leerkracht aandacht te besteden aan de eigen verantwoordelijkheid van de leerling.

Het stellen van leerdoelen door de leerkrachten en de leerlingen is in ontwikkeling en ons streven is om deze manier van werken uit te breiden.

**Veiligheid:** *Zorgdragen voor een omgeving waarin iedereen zich veilig voelt.*

Het gaat om zowel de sociaal-emotionele veiligheid als om de fysieke veiligheid op school. Wij vinden het belangrijk dat de kinderen zich veilig voelen in de klas en in de schoolomgeving: Veilig om zichzelf te zijn, zich te uiten, grenzen aan te geven, vragen te stellen en ervaringen te delen, ook als er iets dwars zit. De komende periode gaan we ons oriënteren op een mogelijke schoolbrede aanpak, waarmee we de sociaal-emotionele veiligheid van de kinderen kunnen versterken.

Ons oude schoolgebouw aan de Nassaulaan is prachtig en kent tegelijkertijd verschillende uitdagingen ten aanzien van de fysieke veiligheid. Het is belangrijk om hier blijvend aandacht aan te besteden en te investeren in duurzame oplossingen, zoals bijvoorbeeld periodiek onderhoud en het tijdig vervangen van verouderde materialen.

Naast deze kernwaarden zijn er educatieve doelen opgesteld in strategisch beleidsplan die het uitgangspunt vormen voor de ambities op schoolniveau. Deze ambities zijn uitgewerkt in paragraaf 2.3 Opmacht onderwijsprogramma bestuur.



## **1.2 Strategic policy plan**

*During the school year 2017/18 all HSV Stakeholders were involved in the creation of a broad wide strategic plan for the period 2018-23. As result of that process four HSV core values were identified. They are as follows:*

**Respect:** *We are a diverse organisation whose members endeavour to work together, respecting the culture and values that we each bring to all situations.*

*In our school with both an International and a Dutch department, respect in daily practice mainly means that we take each other into account and accept our differences. The care for the use of materials and tranquillity in the communal areas are aspects that require constant attention in dealing with each other.*

**Connectivity:** *Feeling united in our own school and feeling connected with the other HSV schools through our shared values.*

*For the International Department , the connection with different locations and the Dutch Department is of great importance. There is frequent collaboration. Both departments work on the same themes of the International Primary Curriculum (IPC). In recent years, we have successfully invested in cooperation between the Dutch and International Departments and we will continue to do so in the coming years. The further development of bilingual education plays an important role in this.*

*The connection with the other locations and schools can be strengthened by learning with and from each other in the areas of digitisation (for example, a new student monitoring system) and sustainability (for example, waste separation in the buildings).*

**Responsibility:** *Feeling ownership in your role; being proactive and solving problems.*

*Taking responsibility applies to both staff and students. We encourage the children to take responsibility for their behaviour and their learning. The parents are involved in this by, for example, paying attention to the student's own responsibility during the conversations with the teacher.*

**Safety:** *Creating an environment where everyone feels safe.*

*By this we mean both social and emotional safety and physical safety at school. We think it is important that the children feel safe in the classroom and in the school environment: Safe to be themselves, to express themselves, to set boundaries, to ask questions and to share experiences, even when something is bothering them. In the coming period we will focus on a possible school-wide approach, with which we can strengthen the social-emotional safety of the children.*

*It is important to pay constant attention to the area of physical safety in our buildings and to invest in sustainable solutions, such as periodic maintenance and the timely replacement of obsolete materials.*

*In addition to these core values, educational goals have been set out in the strategic policy plan that form the basis for the ambitions at school level. These ambitions are elaborated in section 2.3 of the HSV Strategic Plan.*

# HOOFDSTUK 2 / CHAPTER 2

Onderwijskundig beleid

Nederlandse Afdeling

*Educational Policy*



## **2. Onderwijskundig Beleid Nederlandse Afdeling**

### **2.1 Aanbod (inspectie standaard OP1)**

#### Huidig aanbod

Het huidige aanbod van de Nederlandse afdeling bestaat enerzijds uit de basisvakken rekenen, taal, spelling, technisch en begrijpend lezen. Daarnaast worden de zogenaamde zaakvakken (aardrijkskunde, biologie, geschiedenis) en de creatieve vakken door middel van het International Primary Curriculum (IPC) geïntegreerd aangeboden in thema's van circa 6 tot 8 weken. De vakken gymnastiek, muziek en beeldende vorming (groep 5-8) worden wekelijks door vakleerkrachten aangeboden.

In groep 1 t/m 5 wordt tweetalig onderwijs geboden in de talen Nederlands en Engels. Het aanbod van Engelstalig onderwijs vindt plaats gedurende 30-50% van de onderwijstijd.

Dit betekent onder andere dat het aanbod van rekenen, wereldoriëntatie en de creatieve vakken binnen IPC, alsmede de lessen door de vakleerkrachten in het Engels worden aangeboden.

Tijdens IPC lessen en de lessen van de vakleerkrachten wordt geïntegreerd met de internationale afdeling.

Concreet betekent dit bijvoorbeeld dat een halve groep leerlingen van de Nederlandse afdeling samen met een halve groep leerlingen van de internationale afdeling samen muziekles krijgen. De overige kinderen krijgen gedurende deze tijd in halve groepen les van de groepsleerkracht, waardoor er meer aandacht is voor een kleinere groep kinderen.

#### Onderwijstijd

De onderwijstijd is verdeeld in 24.75 lessen per week voor de leerlingen van groep 1 en 26 lessen per week voor groep 2 t/m 8. Dit verschil komt doordat in groep 1 iedere ochtend een inloop van een kwartier wordt gehanteerd.

De schooltijden zijn als volgt:

Maandag, dinsdag, donderdag, vrijdag: 8.30-15.00 uur met één uur lunchpauze

Woensdag: 8.30-12.30 uur

#### Doorgaande leerlijn

Voor alle leerlingen is het streven een ononderbroken ontwikkeling gedurende hun schoolloopbaan. Ons uitgangspunt is dat wij binnen de verschillende leerjaren zoveel mogelijk op maat werken, zodat de kinderen per schooljaar met hun klasgenootjes kunnen doorstromen naar het volgende leerjaar.

Uiteraard wordt in samenspraak met de ouders gekeken welke vervolgstappen het beste zijn voor de ontwikkeling van het kind. Indien wenselijk kan de interne zorgcommissie de betrokkenen van advies en ondersteuning voorzien. Om in uitzonderlijke gevallen een goede afweging te kunnen maken voor een eventuele doublure of versnelling zijn beleidsdocumenten opgesteld.

#### Burgerschap

Vanuit onze missie 'global citizenship, lifelong learning' is het van essentieel belang om aandacht te besteden aan wereldburgerschap.

De onderstaande houdingsaspecten van de wereldburger, zoals opgesteld door Madeleine Vreeburg, zijn leidend voor ons burgerschapsonderwijs.

Een kind is een wereldburger als hij/zij:

- zich verbonden voelt met andere mensen over de hele wereld;
- respect heeft voor andere culturen;
- weet dat zijn handelen invloed heeft op wat er dichtbij én ver weg in de wereld gebeurt; én
- samen verantwoordelijkheid wil dragen voor de toekomst van de aarde.

De didactische uitgangspunten van wereldburgerschap (bron: Samsam) die worden gehanteerd, met name tijdens de IPC lessen:

Aanzetten tot nadenken

Draag dilemma's aan, zet een stelling neer en vraag aan de leerlingen: 'Wat vind jij daar nu van? Denk na, stel vragen, onderzoek, ontdek en vertel het!'

Samenhang met andere vakken en vanuit meerdere perspectieven

Onderzoek je vraag altijd vanuit zoveel mogelijk perspectieven.

Experimenteren, coöperatief en actief leren

Wereldburgerschap vraagt bij uitstek om samenwerking bij het beantwoorden van vragen, om experimenten en om (letterlijk) naar buiten te gaan.

Kritisch en betekenisvol onderwijs

De leerling doet vaardigheden op die hem in staat stelt kritische vragen te stellen, om betrokkenheid te ontwikkelen bij de wereld om hem heen en om verantwoordelijkheid te nemen.



Juist op onze locatie is het van belang niet alleen elkaar, maar ook elkaars achtergrond en cultuur te leren kennen, te begrijpen en te accepteren. Hiervoor is het noodzakelijk om kennis te hebben van onze Nederlandse maatschappij en cultuur, maar ook kennis van de maatschappij en cultuur van waaruit de ander afkomstig is. Door te bouwen aan gemeenschapszin en op school oog te hebben voor de diverse culturele aspecten, zoals aandacht voor feesten en rituelen, kan wereldburgerschap verder ontwikkeld worden.

Naast het IPC onderwijs is culturele vorming van belang bij de ontwikkeling van wereldburgerschap. De kinderen ervaren ook door bezoeken aan culturele en maatschappelijke organisaties dat actief wereldburgerschap van meerwaarde is.

## **2. Educational Policy International Department**

### **2.1 Current offer (inspection standard OP1)**

*The International Department Curriculum is taught in English. The curriculum for Literacy and Mathematics is based on England's National Curriculum. The International Primary Curriculum (IPC) is used to teach other subjects using an integrated approach. Music and gym are taught by specialist teachers, as is handicraft from Year 4 upwards. The children also learn the Host Country Language (HCL) Dutch if their level of English is deemed proficient. EAL (English as an Additional Language) teachers support children who are new to learning English. Teachers differentiate the curriculum to meet the different needs of children.*

*The parents of the International Department pay a fee. In the 2019/20 school year the fee was increased from €4750 to €5250. The majority of the fee goes on staffing. At the HSV we offer smaller groups compared to the regular Dutch schools with more assistants, cover teachers and specialised teachers including EAL and HCL (Dutch). We have a maximum class size of 20.*

*Another part of the fee is spent on importing extra materials from overseas for example for IPC, Maths, Literacy and ICT. We also use a portion of the fee to contribute to some of the excursions and special events, which are an important part of the curriculum.*

*A major part of the recent fee increase allows us to cover the deficiency in staffing costs that occurred as a result of the recent pay increase made to teachers, in line with the new national terms and conditions (CAO) for the educational sector. It also allows us to recruit an extra cover teacher to join our team.*

*In the last ten years the HSV International Department has grown from being 14 classes in 2 locations to offering education for 35 (increasing to 36) classes across 4 locations. This means that many more internationally mobile families are able to receive an education at the HSV.*

*We plan to have a separate office for recruitment, induction of new staff and families, and admissions. We believe that this development will help professionalise us and enable us to support our families and staff better. This is in line with similar size international schools. The HSV still offers the lowest price of International Education in the Hague and we hope to be able to maintain this position.*

*Inspection:*

#### **Teaching hours**

*ID 1 until ID 6 have 26 hours of lessons per week*

*IDR has a minimum of 24.75 lesson hours per week.*

*The ID Foundation class located at VHS has a minimum of 21 hours due to the staggered nature of its start time. This enables families to drop and pick up children from other sites in a timely fashion.*

## 2.2. Uitgangspunten, doelstellingen en inhoud van het onderwijs

Bij de Nederlandse afdeling dekt het onderwijs de kerndoelen en worden de referentieniveaus voor taal en rekenen gehanteerd. De referentieniveaus voor taal zijn geïntegreerd in onze nieuwe methoden 'Veilig Leren Lezen' (kim versie) voor groep 3 en Taalverhaal.nu voor groep 4 t/m 8. Deze methoden zijn in het schooljaar 2018-2019 aangeschaft en geïmplementeerd.

De methode Rekenwonders is gebaseerd op de didactiek van 'Singapore rekenen' en afgestemd op de Nederlandse referentieniveaus voor rekenen.

Naast bovengenoemde methoden wordt bij de Nederlandse afdeling gebruik gemaakt van de volgende methoden en bronnen:

- Nieuwsbegrip en Goed gelezen voor begrijpend lezen
- Geobas voor topografie
- Pennenstreken voor schrijven
- Verschillende bronnenboeken voor het aanbod van IPC thema's

### International Primary Curriculum (IPC)

Het IPC is opgebouwd uit verschillende fasen, de zogenaamde "mileposts":

- Early Years (kleuterbouw - groep 1 en 2)
- Milepost 1 (onderbouw - groep 3 en 4)
- Milepost 2 (middenbouw - groep 5 en 6)
- Milepost 3 (bovenbouw - groep 7 en 8)

Bij IPC wordt gewerkt in thema's die 'units' worden genoemd (bijvoorbeeld de unit 'Missie naar Mars' over het heelal). Deze units hebben een vaste opbouw die ervoor zorgt dat de kinderen optimaal kunnen leren:

#### 1. Startpunt

Elke unit start met een inspirerende en enthousiasmerende introductie. Hoe lang een startpunt duurt hangt af van de leeftijd van het kind en de aard van de introductie.

#### 2. Kennisoogst

Na het startpunt volgt de kennisoogst. Wat weten leerlingen al over een bepaald onderwerp? Er wordt onder meer gewerkt met 'mindmaps' (visuele schema's) die helpen kinderen om te laten zien wat ze al weten van een onderwerp. De leerkracht daagt zijn/haar leerlingen continue uit tot een eigen inbreng en het vergroten of veranderen van inzicht(en).

#### 3. Uitleg van het thema (Big Picture)

Tijdens deze stap helpt de leerkracht de kinderen om de 'Big Picture' van een thema te zien. De kinderen leren over essentiële achtergrondinformatie, voordat ze zelf op onderzoek uitgaan.

#### 4. Onderzoeksactiviteiten

De kinderen gaan aan de slag met verschillende manieren van onderzoek. Ze werken in diverse groepen van verschillende groottes om belangrijke informatie te achterhalen.

Het programma geeft opties aan voor verschillende manieren van onderzoek en prikkelt de kinderen op het vlak van samenwerking, vasthoudendheid en in vele andere aspecten. De onderzoeksactiviteiten vinden altijd plaats vóór de verwerkingsactiviteiten.

#### 5. Verwerkingsactiviteiten

Leerlingen gaan aan de slag met de interpretatie van de uitkomsten van hun onderzoek en hebben de mogelijkheid deze op verschillende manieren te demonstreren, te delen of uit te leggen.

#### 6. Afsluiting

Tijdens de afsluiting vieren de kinderen samen hun leerproces en vaak wordt een presentatie of samenvatting gegeven van wat ze geleerd hebben.

Bij de IPC lessen is de begeleidende rol van de leerkracht van groot belang, zowel wat betreft het proces (bijvoorbeeld het samenwerken of uitdagen van leerlingen) als de inhoud (bijvoorbeeld samenvatten en structureren van opgedane kennis).

### Tweetalig Primair Onderwijs (TPO)

Bij het geven van tweetalig onderwijs is gekozen voor de didactiek van 'one teacher, one language'. Dit betekent dat de Nederlands sprekende leerkracht altijd lesgeeft in het Nederlands en dat de Engelstalige leerkracht altijd lesgeeft in het Engels. Uit de onderzoeksresultaten vanuit de pilot TPO blijkt deze aanpak het meest effectief te zijn voor de taalontwikkeling in beide talen.

Onze Engelstalige leerkrachten hebben Engels als moedertaal ('native speakers') of hebben een hoog niveau van Engels, namelijk het C2 niveau ('near native speakers').

In groep 1, 2 en 5 wordt ongeveer 45% van de onderwijstijd in het Engels lesgegeven. In groep 3 en 4 wordt ongeveer 35% van de onderwijstijd in het Engels les gegeven.

De organisatie van het tweetalig onderwijs verschilt enigszins per leerjaar:

- In groep 1 wisselen de kinderen van klaslokaal, waarbij vier dagen per week een Engelstalige leerkracht in één van de lokalen lesgeeft.
- In groep 2 wordt twee dagen per week Engelstalig onderwijs gegeven en drie dagen per week onderwijs in het Nederlands.
- In groep 3 wordt het meeste Nederlandse taalonderwijs gegeven i.v.m. het leren lezen en schrijven. In deze groep is er anderhalve dag per week een Engelstalige leerkracht, naast de voltijd Nederlandstalige leerkracht (en).
- In groep 4 en 5 worden twee dagen per week Engelstalig onderwijs gegeven. Deze verdeling wordt voortgezet tot en met groep 7. Te zijner tijd zal worden bekeken wat de beste verdeling van Nederlandstalig en Engelstalig onderwijs in groep 8 zal zijn.

De Engelstalige lessen worden gegeven op basis van het IPC en daarnaast wordt het vak rekenen in het Engels aangeboden. In groep 1 t/m 4 gaat het om de verwerving van de mondelinge taalvaardigheid in het Engels en vanaf groep 5 komen ook het lezen en schrijven in het Engels aan bod. Het curriculum voor de Nederlandse taalontwikkeling is leidend voor de planning van de Engelse taallessen en de leerlijnen Engels (SLO) worden gebruikt als leidraad.

Daarnaast worden de vaklessen gymnastiek, muziek en beeldende vorming grotendeels in het Engels aangeboden, waarbij de leerlingen van de Nederlandse afdeling samenwerken en spelen met de leerlingen van de internationale afdeling. Dit gebeurt door twee halve groepen samen te voegen.

De Engelstalige lessen worden gegeven op basis van de didactiek van Content and Language Integrated Learning (CLIL), waarbij 'onderdompeling' in het Engels plaatsvindt. Dit is een manier van onderwijs, waarin het lesgeven over vakinhoud en een vreemde taal tegelijkertijd gebeurt, zoals in onze school bij de thema's van IPC en het vak rekenen. Het voordeel hiervan is dat de beschikbare tijd voor Engels verruimd wordt, zonder veel tijd voor andere vakken in te leveren. Belangrijk in het CLIL-onderwijs en in taalgericht vakonderwijs is dat de lessen contextrijk zijn, er veel interactie in de les is en de nodige taalhulp geboden wordt. Het is bijvoorbeeld belangrijk om veel beeldmateriaal te gebruiken.

Voor meer informatie over de manier waarop het tweetalig onderwijs vorm krijgt bij de Haagsche Schoolvereniging, zie de jaarlijkse activiteitenplannen TPO.

## 2.2 Goals, objectives and content of education

- **How the school makes a continuous learning path possible**
- **How the school deals with core objectives and reference levels**
- *There is a curriculum framework and teachers use this to plan lessons for the children in their class according to their needs. This includes a long and mid term curriculum plan for maths and literacy and the International Primary Curriculum which covers science, history and geography. Each year group has aligned the curriculum so as to maximise possibilities for an integrated approach and that the learning in each area supports each other and helps the children make connections with real life situations. Teachers are able to plan particular activities that they think will interest and motivate children. There are end of year learning goals for all curriculum areas that teachers use to plan class learning activities These learning goals are in line with the Dutch national attainment tasks (kerndoelen) used by the Dutch in spectorate to define what children are expected to have acquired in the way of knowledge, understanding and skills by the end of primary school. Learning goals are shared with parents.*
- **How citizenship education is organised**
- *Our pupils come from all over the world and as a school we talk a lot about being global citizens but we also want the children to see themselves as good members of the different groups to which they belong. Both the IPC personal goals and the HSV core values are vehicles that we can use to do that. During the period of the last school plan, the language of the personal goals has really become part of the language of our children. You hear them talk about concepts such as enquiry, cooperation and respect. The concept of citizenship is evident in our programme of assemblies, charity work and the work of our school council. Members of the school council are elected by classes and are involved in decisions made at the location level. The members of each location also come together on an annual basis. They have had discussions with the HSV Supervisory Board and are involved in showing potential new staff around the school as part of the interview process. Our new Jigsaw curriculum for teaching personal, social and Health Education (PHSE) will help us develop the concept of citizenship further.*

## 2.3 Opracht onderwijsprogramma van het bestuur

Onderstaande educatieve doelen vanuit het strategisch beleidsplan van de Haagsche Schoolvereniging gelden voor de middellange en lange termijn:

- Aanbod International Primary Curriculum (IPC) t.b.v. zowel de sociaal-emotionele als cognitieve ontwikkeling van kinderen;
- Leerlingen actief betrekken bij hun ontwikkeling, o.a. door hier gesprekken over te voeren (zowel klassikaal als individueel);
- Bieden van een uitdagende leeromgeving, waarin nieuwe vaardigheden worden geleerd en een 'Growth Mindset' leidend is;
- Bevorderen van actieve betrokkenheid van leerlingen en ouders;
- Verbeteringen om tegemoet te komen aan speciale onderwijsbehoeften;
- Gebruik maken van de expertise van Het Open Venster, Lighthouse en IVIO t.a.v. speciale onderwijsbehoeften (bijvoorbeeld door kennisdeling tijdens studiedag);
- Leeromgeving waar kinderen zich veilig, vertrouwd en tegelijkertijd onderdeel van de mondiale samenleving voelen;
- Het bevorderen van 21e eeuwse vaardigheden van de kinderen (zie onderstaande afbeelding van SLO / Kennisnet);
- Inzet van technologie binnen het onderwijs, zoals bijvoorbeeld programmeren en 'virtual reality';
- De HSV heeft als streven om een duurzame organisatie te worden en door middel van onderwijs duurzaamheid te bevorderen. We onderzoeken hoe onze gebouwen duurzamer kunnen worden door zonnepanelen te gebruiken en energie te besparen.
- Bevorderen van kennis over en respect voor verschillende culturen, normen en waarden, religies en overtuigingen;
- Uitbreiding tweetalig onderwijs;
- Uitgebreid aanbod op het gebied van cultuureducatie.

In het volgende hoofdstuk worden deze educatieve doelen uitgewerkt en de aanvullende doelen op schoolniveau beschreven.





## **2.3 Own assigned education programme from the board**

### **The policy aspects to achieve in the short and medium term:**

*In line with the HSV Strategic plan, the HSV International schools have high ambitions and in the opinion of the education inspectorate delivers education to a good standard. Our education focuses on children achieving a high academic standard, developing their social skills and developing a sense of identity. Both staff and students have insight into their personal development: we discuss these with them and work to support them through this process.*

*We encourage active involvement of staff, students and parents in school development.*

*The ID Leadership work closely with the Directors and Heads of School of the different locations through regular meetings. Teachers from the Dutch and International Department work closely together, particularly in relation to the bilingual programme at NSL and the International Primary Curriculum.*

*In the coming period we will seek opportunities to integrate students of Lighthouse into the ID in the newly established VHS Location.*

*We are continually looking for ways to make the International Department students feel secure and see themselves as part of society here in the Netherlands, the countries of their heritage and on a wider global level.*

*Our students have strong social and creative skills that enable them to be part of the 21st century society. We will look at 21st Century Skills more closely in this coming period.*

*We currently have more than fifty nationalities and teach children how to be respectful of diversity including different faiths and beliefs.*

*We search for new ways to include technology in our curriculum. Our aim is that children develop new skills and can use devices to learn through investigation and design. We promote curiosity and creativity and use technology as an aid. We pay attention to the safe use of the internet and will explore the ways that gamification and virtual reality could be embedded in the curriculum.*

*We produce an Annual Report that will summarise our educational results, educational processes, school climate and safety, quality care and how we realise ambitions. This demonstrates how we realise a culture of continuous improvement.*

*We want to create an environment where we are learning from each other. In this period we want to broaden our programme of cultural education. Each location will develop an annual culture plan.*

*For the areas of gym and music we will work to facilitate communication between the teachers at the different locations to provide opportunities for:*

- *Professional development*
- *Review update curriculum*
- *Review update curriculum resources*

## 2.4 Ambities onderwijsprogramma op schoolniveau

In de aanloop naar de totstandkoming van dit schoolplan is naar voren gekomen dat het team van de Nederlandse afdeling graag prioriteiten en haalbare doelen stelt.

Men wil graag verder investeren in de kwaliteit van het IPC onderwijs, het tweetalig onderwijs uitbreiden en waar mogelijk inzetten op inhoudelijke integratie met de internationale afdeling aan de Nassaulaan.

Voor de komende schoolplanperiode hebben de ondersteuning en uitdaging van de leerlingen prioriteit. Hoe kunnen we zo goed mogelijk onderwijs op maat geven en wat is er nodig om dat te bereiken? Het personeel van de Nederlandse afdeling wil zich graag verdiepen in de ideeën over de 'Growth Mindset' om te ontdekken op welke manier onze leerlingen hier baat bij kunnen hebben.

- Tweetalig Primair Onderwijs in groep 1 t/m groep 8

De Nederlandse afdeling gaat zich verder bekwamen op het gebied van tweetalig onderwijs, zodat een kwalitatief en duurzaam tweetalig onderwijsaanbod voor de hele basisschoolperiode wordt ontwikkeld. Dit betekent het waar nodig bijstellen en borgen van het tweetalig onderwijs in groep 1 t/m 4 en het verder ontwikkelen van het tweetalig onderwijsaanbod in groep 5 t/m 8.

De verdere invoering van tweetalig onderwijs in de bovenbouw kent verschillende uitdagingen op het gebied van planning, lesaanbod en het monitoren van de resultaten van de kinderen. Te denken valt aan vragen zoals: Hoe kunnen we de lestijd zo efficiënt mogelijk inplannen? Hoe gaan we om met leerlingen die meer ondersteuning nodig hebben in het Nederlandse lesaanbod? Hoe monitoren we de Engelse taalontwikkeling van de kinderen? Kiezen we voor een aanvullende 'eindtoets' in groep 8 waarmee het niveau van het Engels bepaald kan worden? Etc.

Onze school doet mee aan het flankerend wetenschappelijk onderzoek bij de pilot tweetalig primair onderwijs (FoTo). De resultaten vanuit dit onderzoek zijn mede bepalend voor het toekomstige tweetalige lesaanbod.

- Verhoging kwaliteit IPC onderwijs

Het International Primary Curriculum (IPC) zorgt zowel voor een belangrijke verbindende factor tussen het Nederlandse en het Engelse lesaanbod, als voor verbinding tussen de kinderen van de verschillende afdelingen. Daarom is het van groot belang om te blijven investeren in de kwaliteit van het IPC onderwijs. Hierbij valt te denken aan tijd vrijmaken voor de leerkrachten om IPC thema's voor te bereiden, bij voorkeur samen met de parallelcollega's en het organiseren van studiemomenten rondom IPC.

Het bevorderen van 21e eeuwse vaardigheden van de kinderen gebeurt voor een groot deel bij de IPC lessen en de komende jaren zal hier meer nadruk op komen te liggen. Ook de inzet van technologie, zoals bijvoorbeeld 'virtual reality' is goed te koppelen aan bepaalde thema's van IPC. Daarmee worden de kinderen gestimuleerd om doelgericht met technologie aan de slag te gaan en zo meer te weten te komen over een thema

- Ondersteuning en uitdaging van leerlingen

Om de kinderen zo goed mogelijk te kunnen ondersteunen en uitdagen bij de Nederlandse afdeling is het belangrijk om een heldere zorgstructuur te hebben. Door het vernieuwen van het leerlingvolgsysteem is het de bedoeling dat de leerkrachten efficiënter en beter op maat kunnen gaan werken. Het nieuwe leerlingvolgsysteem zorgt er ook voor dat de sociaal-emotionele ontwikkeling van de kinderen op een andere manier gevolgd kan worden en dat de rapportage over de kinderen in de komende periode wordt aangepast.

Daarnaast kunnen ook een jaarplanning en taakverdeling (leerkracht - intern begeleider - remedial teacher - directie) voor meer duidelijkheid zorgen ten aanzien van de leerlingenondersteuning.

Wanneer bovenstaande zaken in gang zijn gezet, kan worden gekeken naar de mogelijkheden voor ondersteuning en uitdaging van de kinderen op school. Welke mogelijkheden zijn er? Zien we kansen om ondersteuning en uitdaging van leerlingen anders vorm te geven? Het verbeteren van het aanbod voor kinderen die meer aankunnen, heeft in de komende schoolplanperiode prioriteit.

De invoering van een nieuwe rekenmethode en bijbehorende software met meer aandacht voor het automatiseren zal ervoor zorgen dat de kinderen meer op maat kunnen gaan rekenen. Vooral de minder sterke rekenaars hebben daar behoefte aan. De leerkrachten zullen met behulp van een nieuwe methode makkelijker kunnen differentiëren en meer gepersonaliseerd onderwijs kunnen bieden.

- Sociaal-Emotionele ontwikkeling & Growth Mindset

Voor wat betreft het bevorderen van een positieve sociaal-emotionele ontwikkeling van de kinderen zijn we zoekende naar een methodiek die zowel aansluit bij de persoonlijke leerdoelen van IPC (zie paragraaf 2.8) als aansluiting heeft bij de internationale afdeling aan de Nassaulaan. Als we de kinderen van beide afdelingen graag willen laten samenwerken, is het immers belangrijk om dezelfde normen en waarden mee te geven en gelijksoortige regels voor de omgang met elkaar te hanteren.

Ook het bevorderen van kennis over en respect voor verschillende culturen, normen en waarden, religies en overtuigingen is in onze unieke setting van belang.

Het is de bedoeling om in de komende periode te onderzoeken of de Engelstalige methodiek van 'Jigsaw' aansluit bij de behoefte van onze school. Als dat zo is, kunnen we samen met de internationale afdeling een gezamenlijke aanpak opzetten. Mocht deze methodiek niet goed aansluiten, dan is het van belang om in de komende periode te onderzoeken welke methodiek wel geschikt zou kunnen zijn.

Carol S. Dweck is psychologe en één van de belangrijkste onderzoekers op het gebied van motivatie. Zij toonde aan dat een 'growth mindset' heel belangrijk is voor de ontwikkeling van kinderen (en ook volwassenen). Het gaat over het hebben van vertrouwen in je eigen kunnen en weten dat je door oefening kunt groeien. Een 'growth mindset' draagt bij aan de motivatie van leerlingen, hun leerprestaties, hun doorzettingsvermogen en creativiteit. Leerkrachten kunnen invloed uitoefenen op de mindset van hun leerlingen en een 'growth mindset' bij zichzelf en bij leerlingen stimuleren.

De ideeën over de 'growth mindset' spreken de leerkrachten van de Nederlandse afdeling aan en het team wil zich hier verder in verdiepen. Het biedt tevens een goede mogelijkheid om kindgesprekken te voeren over de persoonlijke ontwikkeling van kinderen: 'Waar ben jij goed in en welke vaardigheid zou je willen vergroten?'

- Cultuureducatie: Dans!

Wat betreft cultuureducatie is onze school erg actief. Aan de thema's van IPC worden regelmatig culturele uitjes en activiteiten gekoppeld. Daarnaast krijgen alle kinderen muziekles van een vakleerkracht en in groep 5 t/m 8 wordt ook beeldende vorming door een vakleerkracht aangeboden.

Vorig jaar is ervoor gekozen om ons meer te verdiepen in het onderdeel 'Dans', zodat de kinderen op een creatieve manier meer kunnen bewegen op school. In het schooljaar 18-19 zijn we gestart met een beperkt aanbod van dans in de onderbouw. Ondanks dat het ruimtegebrek ons parten speelt, is er veel enthousiasme voor dans, met name ook bij de kinderen. Met behulp van externe expertise gaan we verder om het aanbod van dans tijdens één of twee thema's per schooljaar in te bedden.

Zie ook het cultuurplan 2018-2022 van de Nederlandse afdeling.

De verkeersveiligheid is eveneens een belangrijk aandachtspunt, zowel wat betreft het lesaanbod, als ook de zorg voor een veilige schoolomgeving. Er is een actieve commissie verkeersveiligheid, bestaande uit ouders, leerkrachten en management. In het schoolactieplan verkeer (zie bijlage) worden de doelen en acties voor de komende jaren uiteen gezet. Ieder schooljaar worden de betreffende doelen en acties ook opgenomen in het jaarlijkse algemene actieplan.

In het onderstaande overzicht is te zien hoe de ambities op schoolniveau voor de komende schoolplanperiode zijn verdeeld in de tijd. Deze planning is een indicatie voor het maken van de specifieke jaarplanning met acties voor ieder schooljaar.

Doelen	19-20	20-21	21-22	22-23
Invoering en borging tweetalig primair onderwijs (TPO)	Borging TPO groep 1-5  Implementatie TPO groep 6	Borging TPO groep 1-6  Implementatie TPO groep 7	Borging TPO groep 1-7  Implementatie TPO groep 8	Einde pilot TPO  Borging TPO groep 1-8
Kwaliteit van IPC onderwijs verhogen	Impuls IPC d.m.v. studiedag Tijd voor en focus op IPC planning	Bewust aanbod 21e eeuwse vaardigheden - waaronder mediawijsheid - binnen thema's IPC	Bewust aanbod 21e eeuwse vaardigheden - waaronder mediawijsheid - binnen thema's IPC	Inzet technologie bij thema's IPC
Leerlingen op maat ondersteunen en uitdagen	Implementatie nieuw leerlingvolgsysteem (rapporten, volgen sociaal-emotionele ontwikkeling)	Zorgstructuur optimaliseren d.m.v. jaarplanning en taakverdeling	Doorgaande lijn ondersteuning en uitdaging van leerlingen op school	Doorgaande lijn ondersteuning en uitdaging van leerlingen op school
Bevorderen Sociaal-Emotionele ontwikkeling en Growth Mindset	Oriëntatie op methodiek Jigsaw voor de sociaal-emotionele ontwikkeling	Implementatie methodiek sociaal-emotionele ontwikkeling  Scholing Growth Mindset	Borging methodiek sociaal-emotionele ontwikkeling  Kind-gesprekken rondom Growth Mindset	Borging methodiek sociaal-emotionele ontwikkeling  Kind-gesprekken rondom Growth Mindset
Cultuur-Educatie uitbreiden met dans	Invoering danslessen in groep 1-4	Borging danslessen groep 1-4 Invoering danslessen in groep 5-6	Borging danslessen groep 5-6  Invoering danslessen in groep 7-8	Borging danslessen in groep 7-8
Invoering en borging nieuwe lesmethoden	Implementatie nieuwe rekenmethode  Borging spelling- en taalmethode	Implementatie nieuwe rekenmethode  Borging spelling- en taalmethode	Borging rekenmethode  Nieuw aanbod begrijpend lezen?	Borging rekenmethode  Nieuw aanbod begrijpend lezen?

## **2.4 Ambitions at School Level**

*In the coming period the first four areas outlined in this section are cross curricular in nature and will permeate learning in all areas of the curriculum.*

### **IPC**

*In the International Primary Curriculum, the themed units of work help children to see how subjects are both independent and interdependent. This enables them to see the big picture of their learning, make connections across different subjects, and talk about a topic from multiple perspectives.*

*The IPC provides children with subject goals, personal learning goals, and international learning goals. The goals are organised into the following mileposts:*

*Early Years – under the age of five*

*Milepost 1 – five to seven year olds*

*Milepost 2 – seven to nine year olds*

*Milepost 3 – nine to twelve year olds*

#### ***In the coming period we will:***

*Raise the profile of IPC across the school*

*Ensure that the IPC becomes the vehicle through which students become proficient in 21st century skills.*

*Use the IPC to develop creative and critical thinking students.*

*IPC will be one of the key curriculum areas in which we promote outdoor learning.*

*In IPC, themes are called "units" (for example, the "Mission to Mars" unit across the universe). These units have a fixed structure that ensures that the children can learn optimally:*

#### ***To do this we need to:***

- *Have teachers who can creatively use their skills to improve their quality of teaching within the IPC.*
- *Provide professional development time for teachers.*
- *Facilitate ways that we can learn from each other.*
- *Explore possible IPC coordinator at each location, lead by the leader of learning.*
- *Design a Professional Development Plan for IPC.*
- *Send staff to IPC training or get trainers into school that cater to our specific training needs.*
- *Review how learning through the IPC is communicated with all stakeholders, particularly how we communicate with parents about how children learn through the IPC.*
- *Ensure parents understand how children learn through the IPC.*
- *Communicate about personal goals in a common way and link to the themes of the new Jigsaw Curriculum for teaching PHSE.*

#### ***Key Goals/Activities:***

- *Ensure that the children get to experience inspiring high impact entry points for the IPC units.*
- *Ensure that staff are fully aware of the Big Picture for the units that they teach.*
- *Ensure that children know the subject focus at the time of learning.*
- *Extend the range of research activities that children are involved in as part of their learning. Some research may be finding out information through books and web based resources, but also group investigations, film making, model making, outdoor learning, trips as a research project, interviews in school and at home.*
- *Find ways that different children may be able to create different outcomes for learning assignments (e.g. a TIC/TAC/TOE approach).*
- *Ensure that in every classroom there is a visual representation of the Learning Journey that occurs in the IPC Unit, beginning with the Entry Point, ending with a definite Exit Point. This should be in the form of a Learning Wall that is added to as the learning occurs.*
- *Actively involve parents in IPC activities in school and at home. Our parents are a great resource.*
- *Utilise fully the IPC website for planning purposes and check updates to planning.*
- *Review the units that we teach and revise and review the planning.*
- *Ensure that the planning is based around learning goals as opposed to learning activities.*
- *Create greater links between Power of Reading and IPC.*
- *Focus on building vocabulary linked to topics, especially for EAL children.*

- Update resources (discard those that are outdated, sometimes broken; have a good look at the resource lists for the units and try to improve them).
- Use these activities to make connections with other departments in the HSV.

### **Developing Outdoor Learning**

*In the period of this school plan we aim to see an increase in the amount of learning that occurs outdoors. There will be opportunities for both structured and unstructured learning in all areas of the curriculum. During the period of the last school plan a number of staff members had professional development in this area and will be able to take the lead.*

#### **Key Goals/Activities:**

- *Developing a culture of outdoor learning from IDF to ID6. The children will have the opportunity to learn both through play and structured learning situations.*
- *Decide on the best opportunities for outdoor learning linked to the IPC objectives.*
- *Identify opportunities for outdoor learning both in the location, in the proximity and further afield.*
- *Educate parents on the benefits of outdoor learning, including addressing parental concerns about the weather. Involve parents to bring in needed materials and ensure that children are appropriately dressed.*
- *Use professional learning opportunities - seek a visit from a professional to show us the possibilities for what we could do with our immediate environment.*

### **Creating a culture of learning where the concept of having a growth mindset is integral**

**Work in this area was begun during the period of our last school plan.**

*We will continue to aim to ensure that all children are achieving the best that they can. One group that we want to monitor in the coming period is those children who are achieving the highest scores on standardised tests to see what can be learned to help other children.*

#### **Key Goals/Activities:**

- *Build up internal control in our children. Teachers will use fewer systems of external reward. Teachers develop clear expectations for children that isn't based on a reward.*
- *Give attention to all learners including 'middle of the road' learners. In line with the thinking behind growth mindset; with support and focus, could they be high achieving students also?*
- *Ensure children understand that anxiety is part of learning; the more that you struggle the more you are learning. Knowing is passive; understanding is active. We want children who dare to take risks with their learning and who understand that feelings of anxiety regarding new experiences are natural and not to be shied away from.*
- *Help children find their passion so that they become highly motivated learners.*
- *Provide professional development for staff as required regarding the concept of "growth mindset".*
- *Develop a common language for working with each other and the children around "Growth mindset". This will assist in developing consistency for our staff and children.*
- *Relate the concept of "growth mindset" to the work achieved so far on the IPC Personal Goals.*
- *Develop a description and/or criteria for what this looks like in our classrooms and across the wider school.*
- *Look at the place of thinking skills in creating more independent autonomous learners.*
- *Improve the use of questioning and higher-order thinking within lessons, giving opportunities for children to also lead enquiries and tasks.*
- *Consider how to meet children's needs in other ways (e.g. use of additional staff, the inclusion of independent study programmes for children).*
- *Promote challenge for all and support children that see themselves as high achievers and who are uncomfortable with taking risks.*
- *Recognise that competition and effort are necessary, not just a standard 'you are all able...'*
- *Integrate Dutch and International children, recognising that different attitudes and mind-sets allow different experiences*
- *Ensure teachers know the differing needs of their children and that planning needs to be differentiated accordingly.*

## **Developing 21st Century Learning Skills(\*\*)**

*In the coming period we want to make staff, parents and children aware of what we mean by 21st learning skills and ensure that the categories and skills below are part of the curriculum connections. The IPC Personal Goals which are part of both the children and staff thinking and vocabulary. As stated earlier these will foster association with the different areas of the Jigsaw PHSE curriculum and 21st Century Skills.*

*The 21st Century skills are:*

1. **Critical thinking**
2. **Creativity**
3. **Collaboration**
4. **Communication**
5. **Information literacy**
6. **Media literacy**
7. **Technology literacy**
8. **Flexibility**
9. **Leadership**
10. **Initiative**
11. **Productivity**
12. **Social skills**

***\*\*21st Century skills are 12 abilities that today's students need to succeed in their careers during the Information Age:***

*(AES Education, 2019. What are 21st Century skills? [Online]. Lancaster: Applied Educational Systems. Available from: <https://www.aeseducation.com/careercenter21/what-are-21st-century-skills> [Accessed 29 January 2019])*

*These are broken into three categories:*

1. **Learning skills (the four C's)** teaches students about the mental processes required to adapt and improve upon a modern work environment.
2. **Literacy skills (IMT)** focuses on how students can discern facts, publishing outlets, and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.
3. **Life skills (FLIPS)** take a look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.

### **Category 1 Learning Skills / the four C's:**

1. **Critical thinking** - finding solutions to problems - essential for improvement - how do we do that? (e.g. asking open-ended questions, categorising and classifying, decision making, finding patterns)
1. **Creativity** - thinking outside the box - important for adaptability - seeing concepts in a different light leads to innovation - how do we teach and how do children learn to be creative?
1. **Collaboration** - working with others, achieving compromises for the best results - how do we teach children to work together in person and digitally?
2. **Communication** - how effectively do we teach children to communicate verbally and in writing? How well do we encourage children to explain, describe, report, suggest, etc.?

### **Category 2 Literacy Skills / IMT:**

1. **Information Literacy** - understanding facts, figures, statistics and data - separating fact from fiction - how do we teach children to recognise trustworthy and untrustworthy information; examine sources in terms of reliability?
2. **Media Literacy** - understanding the methods and outlets in which information is published
3. **Technology Literacy** - understanding the machines that make the Information Age possible

### **Category 3 Life Skills / FLIPS:**

1. **Flexibility** - deviating from plans as needed - how well do we teach alternative methods? How well do we allow or encourage children to show that they are wrong? How well do we model that it is acceptable to show that you are wrong?
2. **Leadership** - motivating a team to achieve a goal - how do we develop leadership skills in the children?
3. **Initiative** - starting projects, strategies and plans on one's own - how do we teach children to take the initiative when it does not come naturally to them?
1. **Productivity** - maintaining efficiency in an age of distractions - how do we teach children to use time wisely?
2. **Social skills** - meeting and networking with others for mutual benefit - how do we teach children manners, etiquette, politeness and small-talk?

### **Mathematics**

We will continue to promote an investigative approach to teaching Mathematics, particularly the idea of a "Growth Mindset". During the last period we began implementation of the White Rose Maths.

White Rose is a network of educators dedicated to building a whole new culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress.

The White Rose Mantra is



*"As we prove this to pupils and teachers alike, we're shaping assured, happy and resilient mathematicians who relish the challenge of maths. They become independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum."*  
Whiterosemaths.com

In the coming period we will embed the White Rose Maths.

#### **Key Goals/Activities**

- Using White Rose as a planning document tool (guidance) not just a teaching sequence - need to teach concepts and provide activities to develop the skills.
- Adapt the timings to the needs of the class - not just following the suggested times - and take into account the first week of the year when not necessarily using White Rose.
- Ensure that bar modelling is fully integrated into maths teaching throughout the school.
- Explore how Numicon mathematics manipulatives can be integrated into our existing maths teaching
- Identifying gaps in needs and spending more time on.
- Develop teacher competence and confidence in finding and using different resources to support good quality teaching and differentiation.
- More opportunities for training to help improve teacher competence and confidence - particularly White Rose (e.g. Bar modelling).
- Follow up training to ensure ideas are being incorporated into school curriculum teaching.
- Evaluate the use of different ICT programs/platforms and decide which ones to focus on in which year groups e.g. Mathletics, Active Maths, My Maths.

### **Literacy**

We will continue with the approach of developing a love of reading in children through the provision of high quality fiction and non-fiction in the classrooms. During the period of the last school plan we implemented the 'Power of Reading' approach advocated by the Centre for Literacy in Primary Education (CLPE).

#### **Key Goals/Activities**

##### **Speaking & Listening**

- Establish a policy for Speaking & Listening, taking into consideration the school's values and mission.
- Raise the profile of Speaking & Listening skills within the school.



### **Phonics**

- Consistent delivery of the Letters and sounds programme through:
  - training for new staff/staff who have used different approaches
  - training for Teaching Assistants so they can better support letters and sounds
  - training for teachers in KS2 classes so they can better support children developing early English skills in the mainstream classroom and those who have additional learning needs.

### **Reading**

- Continue to embed the Power of Reading approach.
  - Establish clear guidance on expectations for staff in regards to guided reading. Teachers are expected to make links to the PTE gaps in comprehension skills and to end of year reading goals.
  - Replenish and update Guided Reading texts
  - Replenish and update children's literature, including both non-fiction and poetry
  - Establish cosy areas for reading around the school

### **Writing**

- Develop a rich programme of writing with connections to both the Power of Reading and IPC.
- Improve the teaching of writing through regularly:
  - Modelling high quality writing
  - Using shared writing as a teaching strategy
  - Teaching specific sentence structures
  - Providing editing and proofreading opportunities
- Create and implement an overview for teaching spelling, punctuation and grammar
- Promote the enrichment of vocabulary of all children, ensuring that the use of word treasuries is a school wide practice.
- Move from termly writing assessments using the Ros Wilson Criterion Scale to using ongoing assessments using the Staffordshire Writing Grids.

### **Handwriting**

- Establish a clear handwriting policy with guidance from IDR to ID6.
- Update resources in line with the policy.
- Consider different strategies or approaches for teaching handwriting in the Early Years.

### **Literacy Leadership**

- Streamline the literacy work group.
- Identify "go to" people in Early Years (IDF and IDR) KS1 (ID1 and 2) and KS2 (ID 3,4,5, and 6) at each location.

### **Integration of Technology**

Evaluate the use of different ICT programs/platforms and decide which ones to focus on in which year groups e.g. Spelling shed, Readingeggs, Spellodrome. Ensure ICT programs/platforms selected are well integrated.

### **Science**

In the period of the last school plan we worked to make Science a more prominent part of our school curriculum. We did this initially by giving science a place in the timetable and encouraged teachers to take a child led approach to the children's learning. We have continued to raise the profile of science by using the time the teachers had out of the class to reduce work pressure, with a dedicated teacher to teach a range of hands on practical science. There was also considerable investment in materials and consumable resources. Science areas were set up in each location making the resources more accessible for all teachers. We will use these activities to make connections with other departments in the HSV.

### **Key Goals/Activities:**

- Continue with the additional Science Lessons at least for the 2019/20 School Year
- Plan and undertake the first HSV science week encouraging whole school collaboration on various science tasks around the theme of discovery and exploration.
- Manage resources in a smart and practical way that will allow classroom and specialists to integrate science more effectively (e.g. portable lab/kitchen or resource trolleys organised around units).
- Involve parents in science education and understanding. Make regular contact throughout the year using the new school App or newsletters for any parents in scientific fields who can come to school and share their expertise
- Link science with outdoor learning by involving staff from other work groups to share ideas and expertise either informally or through structured professional development.
- Support specialist teachers with integrating science into their teaching. Use science week as a springboard for this.

### *Becoming a greener school:*

*This is an area that we will really look to connect with other parts of the HSV.*

- *Research if there is a standard for becoming a green school with guidelines/ standards.*
- *Work to become an Eco school/green school. Look at the different measures that can be taken in this area e.g. further installation of solar panels.*
- *Establish clear and effective recycling practices*
- *Make green decisions for how we operate as a school (i.e. catering at fairs and study days - no plastic bottles, reducing waste, etc.).*
- *Educate the children and staff more regarding the environment. Invite outside speakers in, arrange educational visits that raise awareness.*
- *Investigate where our rubbish goes and how it is dealt with, with the idea of becoming stricter with how we separate our rubbish in the classroom.*

### *Plastics:*

- *Reduce the plastic we are using in school - ban on single use plastics (disposable plates/cups/straws, and single use water bottles)*
- *Consider how we organise events such as the spring breakfast/ festive dinner / birthday treats to eliminate plastic waste.*
- *Reduce plastics parents send in lunch/snack boxes and send plastic waste they bring to school back home in their lunch box to dispose of.*
- *Produce a school wide policy on how to deal with the above changes.*

### *Paper waste:*

- *Photocopying - eliminate paper waste, unnecessary photocopying/ printing, print letters on half a sheet of paper or back to back.*
- *Consider ways to back display boards more thoughtfully to reduce paper waste - painted boards? Fabric backing?*

## **Cultural Education**

### **Culture and Education/Culture Education**

*Why focus on cultural education? Cultural education contributes to knowledge transfer, personal development and participation in society. Cultural education enables young people to develop their talents, introduces them to art and culture, makes them aware of aesthetics and ethics, and teaches them to express their feelings and to assign meaning. Cultural education helps children and young people discover their own ways of learning and communicating, and as such it complements other knowledge domains and disciplines. Cultural education promotes historical awareness, contributes to the formation of an individual identity and encourages a creative, inquisitive attitude that benefits children and young people throughout their lives. Cultural education gives enjoyment and contributes to one's overall sense of well-being.*

*Cultural education can involve many different elements:*

- *Language-Literature*
- *Music*
- *Arts (Visual Arts)*
- *Cultural Heritage*
- *History*
- *Philosophy*
- *Religion*

*We want to Inspire our multicultural children and offer chances to develop, see, think and reflect differently by connecting schools and children with the arts and culture that The Netherlands /The Hague has to offer. The ability to solve problems and create all come down to develop skills like perception, imagination, interpretation and analysis. Through the arts we look at the real life. It is a form of self-reflection. Through imagination you reflect on yourself and the world around you.*

*We want to make use of;*

- *Different intelligences regardless of language, the barrier of a second, third or fourth language*
- *Possibilities to develop within culture/the arts*
- *Our own multicultural backgrounds. By seeing things differently the child gets more knowledge about themselves, the world around them and the active role they can take on in it.*
- *Integration of curriculum/frameworks English/IPC/HCL*
- *The importance for Third Cultural Kids to root and settle in their Host Country*
- *Our Internal Culture Coordinators (ICC) and Cultuurbegeleiders (Culture Supervisors) in school/workgroup*
- *Quality check and evaluation (PDCA)*

*In the period of the last school plan, the International Department developed a programme of cultural activities for the children. The goal was that each class engaged in at least two cultural activities a year. Some of these were linked to the International Primary Curriculum and some were stand alone. (VNS has been working according to the Cultural Plan with a focus on IPC and Drama -see plan Suzanne 2018-2019. There exists a vision behind our cultural focus and chosen events, no stand alones)*

*We will have a year when Cultural Education is a main focus for professional development. This will further our ability to 'speak the same language' on this topic. This is an area that we will really look to connect with other parts of the HSV. One member of staff undertook the training as a cultural coach. In the coming period more staff will be trained as Cultural Coaches and the programme of cultural activities will be enriched and developed.*

*A work-group throughout HSV has been set up. In future we might want to develop cognitive skills: perception, imagination, interpretation and analysis through cultural education.*

### **Personal, Social and Emotional**

*In the period of this school plan we seek to address the need for developing both staff and pupil well-being. Key to this is the implementation of the Jigsaw Curriculum for the development of Personal, Social and Health Education. This will be implemented in both departments. The staff selected this curriculum because it contained a comprehensive scheme of work which they believed would prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world. This links well with the HSV Mission and Vision and our core values.*

#### **Key Goals/Activities:**

- *Develop strategies for pupil reflection including mindfulness for children e.g. reflecting on a good thing each day.*
- *Develop ownership over play times "I feel better when I...." and respecting the feelings of others.*
- *Consider the option of a school counsellor for both staff and children.*
- *Help new and long standing staff members with work and personal issues, having a neutral point of contact, someone to talk to.*
- *Support children dealing with different cultures, divorce, social emotional issues, etc. (There has been a rise in the number of children dealing with social pressure, conflict resolution issues, issues with loneliness, handling stress within Europe over recent years.)*
- *Training in Pastoral Care for interested staff.*
- *Support for new members of staff, not just with school issues but also with settling into the Netherlands.*
- *Strengthening the community so that everyone feels welcome.*
- *Provide more social opportunities.*
- *Develop staff rooms and make them calm spaces, so it feels like taking a break.*
- *Ensure a point of contact for new staff and make their role clear.*
- *Signs around school to motivate.*

### **Handicrafts**

#### **Education Quality**

*Create and develop an Art curriculum for IDR to ID 3, as well as ID 4, 5 and 6, showing a progression of skills and focusing on the following 3 areas for development across the age groups -*

- 1) Skills - drawing, sketching, planning, design*
- 2) Processes - mixed media, printing, painting, photography*
- 3) 3D projects - clay, paper mache, woodwork, sculpture....*

#### **Key Goals/Activities:**

##### **Curriculum**

- *Teach specific skill based techniques: 7 Elements of Art - line, colour, shape, space, form, value, texture*
- *Stimulate experimental creativity through the use of a range of media.*
- *Encourage critical thinking, independent learning, problem solving, cooperation and social and cultural skills, through peer evaluation.*
- *Expand the curriculum to incorporate Design Technology - cooking, sewing, construction*

##### **Staff**

- *Form an Art Workgroup to share and utilise feedback, ideas and talents.*
- *Develop links with other areas of the curriculum eg. Science and Power of Reading*

##### **Communication**

- *2 days per year - meet as a group to share ideas - on a Thursday, so as to fit in with all handicraft teachers*
- *Collaboration with class teachers across the year groups*

### **Integrating Technology**

- Create a visual arts department with links to Science, ICT, Music, Drama and Design Technology.
- Using technology as a tool for art

### **Expertise, Team and Finance**

- Professional Development - shadowing in other art departments (in different schools), training in specific practices eg. sculpture, printmaking, textiles
- Invite experts into school to carry out workshops with students
- Take children to workshops outside school
- Cultivate links with local galleries, museums, Royal Conservatory

### **Technology**

In the last period the school made a lot of growth in this area and is now equipped with iPads and Chromebooks, and has made the transition to Google, which has made planning and communication easier in a school which is across locations.

#### **Key Goals/Activities:**

- Develop the recently introduced HSV App to improve the efficiency of communication with parents.
- Ensure staff are able to handle the technology equipment used.
- Ensure each class has access to mobile devices.
- Ensure each department has access to at least 1 iPad and / or laptop between two children so that students can work in groups or on an individual basis.
- Developing the HSV SchoolApp as the main mode of communication
- Develop the technology curriculum, which includes computer coding
- Develop use of Interactive screens
- Ensure that each location has the technology readily available in a large meeting area.
- Implement the Widgit Online Software package. This is a package which enables teachers to create resources which have both visuals and vocabulary and has the ability to translate these into multiple languages. It can be tailored to the different languages of individual children so will help develop the children's vocabulary in both the Dutch and International Department.

#### **The policy aspects to achieve in the short and medium term:**

- ICT team to continue to meet at least once a term. Feedback to staff at their location on roll and responsibility.
  - Cara Howe - NSL
  - Ruth Gray - VNS
  - Dominic Turton- VHS
  - Matthew Monaghan - KSS
  - Create an ICT support site
- Implementation of and training for all staff in the ParnasSys pupil monitoring system.
- Use the school HSV App to streamline communication with parents.
- Implement Virtual and Augmented reality as part of the curriculum.
- Develop a comprehensive technology curriculum.
- Continue to develop new flexible technology areas and ways of delivering the IT curriculum, moving away from fixed areas.

This will be reviewed annually.

### **Physical Education**

With Physical Education we aim for better motor skills and competencies and develop a positive sports identity. With a varied and intense PE curriculum, we want to contribute to healthy development and a vital existence for now and for life.

In PE we introduce the children into a wide range of movements and activities so they learn lots of different motor skills as well as social skills. The pupils learn in a responsible way to participate in the current sports culture. They learn and experience the main principles of the most important motor skills and games [Dutch: spelvormen].

The curriculum involves the following learning areas: balancing, jumping, climbing, swinging, tumbling, running, aiming, juggling, target games, tagging, forms of judo and moving to music. The pupils learn to participate in these activities in a respectful way related to others. They learn to regulate activities and get to know and respect their own and others' abilities.

Our lessons link greatly with the core values: Respect, Connectivity, Responsibility and Safety in several ways. Opportunities to experience and practise the 8 personal goals - Enquiry, Resilience, Morality, Communication, Thoughtfulness, Cooperation, Respect and Adaptability are built into the learning tasks when learning and playing together.

All classes have two PE lessons a week. IDR & ID1 have 30 minute lessons. ID2 up until ID6 have 45 minute lessons. Children are expected to wear a yellow HSV t-shirt, sporty pants and shoes with good grip. Pupils can not wear jewellery.

2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
IPC-Back to basics	IPC as a vehicle for teaching 21 <sup>st</sup> Century learning skills	Eliminate plastic waste/reduce paper waste	Becoming a "Green School"	Link culture education to our IPC curriculum
IPC Personal Goals/ HSV Core Values- displayed and discussed	Culture of Learning: Review Growth Mindset and learning from Mistakes, 21 <sup>st</sup> Century Skills-Learning Skills, Literacy Skills, Life Skills	21 <sup>st</sup> Century Skills, Higher Order Thinking skills Planning lessons together, observation peer lessons, InterVision	Pedagogical Approaches in classes, Focus on 21 <sup>st</sup> Century Learning Skills	Cultural Education: Language, Literature, Music, Arts, History, Geography, Religion
Comprehensive induction of 23 new teaching staff, All staff getting on same "page"	Support: Review Learning Support Provision and close cooperation/ integration with Lighthouse Special Education; Move to ParnasSys system- collection and storage of assessment data.	Continue to review Learning Support; EAL support to review and professionalise class teachers who offer class EAL	More able pupils- Children who achieve highly on Standardised tests- update policy, Move middle of road learners to higher	Create a Policy Statement for Cultural Education, Create policies for Music and Visual Arts
Social Relationships "Jigsaw" piloted	Implement Jigsaw in all classes	Review success of Jigsaw programme		
Maths: White Rose, Bar Modelling	Maths: Maths through Stories	Maths: Numicon integrated into Maths teaching	Maths: Assessment Continuum	
Literacy: Develop a rich programme of writing, New assessment of writing using Staffordshire Writing Grid	Embed Assessment and Moderation of Writing using Staffordshire Writing Grids, Clear Guidance related to Guided Reading and update of texts, Language Policy	Reading Continuum to renew, Establish a clear Handwriting Policy from IDR to ID6	Overview for teaching Spellings, Punctuation and Grammar Policy on Speaking and Listening	
Science lessons by "expert" teacher across all classes, Science Week	Outdoor Learning: Culture of Outdoor Learning-play and structured situations across subject area	IPC –opportunities for outdoor learning, Educate parents about OL	Outdoor learning in schools and outside, Professionals help us use local areas	
ICT-New App for communication	ICT-Virtual/Augmented Reality/ gamification	ICT-Widget for EAL		

## 2.5 Resultaten (inspectie standaard OR1)

Om de cognitieve resultaten van de kinderen in kaart te brengen worden observaties van de leerkrachten, methodegebonden toetsen en het Cito leerlingvolgsysteem gevolgd. Daarbij worden de resultaten van de kinderen zowel individueel en als groep vergeleken met het landelijk gemiddelde. De resultaten worden jaarlijks geanalyseerd en de gegevens en daaruit voortvloeiende doelstellingen worden verwerkt in het jaarverslag.

Over het algemeen zijn de resultaten van de Nederlandse afdeling goed te noemen. Het is interessant om te zien of het werken met de nieuwe methoden voor voor taal en lezen een verandering in de resultaten laat zien.

### 2.5 Results (inspection standard OR1)

*We will continue to employ the formal summative assessments that we have been using in the HSV International Department. These are reported annually in the Board Report. The results of ID6 are reported in the School Guide Annual Update. These are:*

#### 1. Summative Assessments

##### Baseline Assessment

- IDR Baseline assessment in September and June

##### Progress Tests in English and Mathematics

- ID1 Progress Test in English and Progress Test in Maths 6 in May.
- ID2 Progress Test in English and Progress Test in Maths 7 in May.
- ID3 Progress Test in English and Progress Test in Maths 8 in May.
- ID4 Progress Test in English and Progress Test in Maths 9 in May.
- ID5 Progress Test in English and Progress Test in Maths 10 in May.
- ID6 Progress Test in English and Progress Test in Maths 11 in May.

##### Cognitive Abilities Test

- ID4 CAT4A in September.
- ID6 CAT4C in September.

a

##### Single Word Spelling Test

- ID2-ID6 take the Single Word Spelling Test in September.

##### PASS (Pupil Attitudes to Self and School)

- All classes take the PASS assessment in January.

*The school has a highly mobile population and the majority of pupils have English as an Additional Language. Some children are learning at school in a third or fourth language. Despite this children from the ID continue to reach high scores in all areas of the standardised tests, often gaining average or above scores when standardised against an English speaking population.*

#### 2. Formative Assessments

##### Writing Assessment

*The school is in the process of moving from a system of assessing a "snapshot" of writing to a formative approach using the Primary Assessment Grids developed by Staffordshire County Council in the UK. Several pieces of a student's writing are assessed against end of year expectations that focuses on five elements of composition and two elements of transcription:*

##### Composition

- a Sentence structure/grammar
- b Punctuation
- c Text structure and organisation
- d Drafting and editing
- e Effective use of language/vocabulary

##### Transcription

- a Spelling
- b Handwriting



Three times annually teachers will be asked to make a “best fit” judgement as to each student’s attainment, whether they are below the year group expectations, developing the year group expectations, meeting the year group expectations or embedding the year group expectations. A corresponding numerical point system will be used to monitor students’ progress. Teachers set targets at least once a term for each student based on gaps identified within the year group expectations. The targets are shared by the class teacher with students and the targets inform reports to parents, which are issued three times a year (two short and one long).

Following data collection, class teachers meet with the Head of School and/or Leader for Learning to discuss progress.

This writing assessment process needs to be practised and embedded with guidance, support and moderation to ensure accuracy and consistency.

#### Reading Assessment

Children’s ongoing progress in reading is monitored using a continuum. During the period of this school plan, the continuum will be updated to a similar system as the model adopted for assessing writing.

#### Mathematics Assessment

Children’s ongoing progress in mathematics is monitored with reference to the end of year expectations. We are using termly assessment papers that assess fluency in arithmetic, reasoning and problem solving. Following each assessment period, class teachers meet with the Head of School and/or Leader for Learning to discuss progress. During the period of this school plan, the continuum will be updated to a similar system as the model adopted for assessing writing.

### **3. Tracking Progress**

The International Department still uses paper pupil files to record assessment data and pupil information, measuring progress manually, which is both time consuming and susceptible to human error. The need for a digital system to record and track pupil progress and translate assessment data to specific targets for a pupil was recognised. Using such a system would ideally lead to more transparency for the child, the parents and the teacher throughout the academic year. Cooperation between home and school could be improved. Individual pupil reports tracking a pupil’s progress from year to year would be available. Minutes of meetings about a pupil and external reports could be recorded. Currently various systems are being investigated to determine what system would best meet the needs of the ID now and in the future.

During the period of this school plan, the school will move to an online digital package with technical support that will allow record keeping of assessments to be made quickly, track progress and be presented in graphical format.

### **4. Goals of this school plan**

- a. Practise and embed the newly-introduced writing assessment system.
- b. Update the mathematics and reading continuums in line with the writing assessment system.
- c. Introduce a digital package with technical support to improve the collection, storage and interpretation of assessment data.
- d. Explore how the introduction of the new school management system, ParnasSys, can help us meet the above goals and hopefully extend the goals in this area.

## 2.6 Vervolg succes (inspectie standaard OR3)

Ook de uitstroomgegevens van de leerlingen zijn te vinden in de jaarverslagen die als bijlagen zijn toegevoegd.

Het overgrote deel van onze leerlingen stroomt uit naar VWO, Havo/VWO of Havo.

Het schooladvies voor het vervolgonderwijs blijkt goed passend te zijn. Dit krijgen wij als school teruggekoppeld in het overleg tussen het basisonderwijs en voortgezet onderwijs (BOVO), waarbij de resultaten van de oud-leerlingen worden besproken.

### **2.6 Follow-up success (inspection standard OR3)**

*The school has a highly mobile population and the end of primary is when some families make their next international move or return to their home country. Many children do go on to one of the local secondary international schools: the International School of The Hague, The Rijnlands Lyceum Oegstgeest, The Rijnlands Lyceum in Wassenaar or the European School of The Hague. At the moment, if the children stay in the Netherlands and attend international schools they graduate with the International Baccalaureate which is at a high academic level but, while suitable for many of our children, does not accommodate the needs of everyone. Some parents who realise that they are staying in The Netherlands for a longer period want to make the change to Dutch Education. To do this at age 11 is very difficult for children; they do not have the level of academic Dutch that the schools require. Bilingual (Tweetalig Onderwijs, TTO) secondary is often also not an option. Even if the children speak good English, half the subjects are taught in Dutch at a Dutch groep 8 level that very few of our children can manage. In the Dutch system, the children go to secondary school one year later and our children are missing one year of elementary education if they wish to transfer to the Dutch system. We therefore monitor the families closely and if we have the feeling that the parents are going to opt for Dutch education we strongly recommend that they make the change when the child is as young as possible.*

## 2.7 Pedagogisch-didactisch klimaat en schoolklimaat (inspectie standaard SK2)

Hoogleraar Orthopedagogiek Luc Stevens formuleerde drie basisvoorwaarden voor het welbevinden van leerlingen:

- relatie: leerlingen krijgen waardering om wie ze zijn
- autonomie: leerlingen krijgen de zelfstandigheid om taken zelf te verrichten
- competentie: leerlingen hebben vertrouwen en plezier in hun eigen kunnen

In het contact dat de leerkracht met de leerlingen onderhoudt, is het belangrijk dat hij zich sterk maakt voor deze drie basisbehoeften. Zo betekent aandacht voor relatie dat een leerkracht aan een leerling laat weten dat hij wil luisteren, dat hij de tijd neemt voor interactie. Ook betekent het dat hij belangstelling toont voor de achtergrond van de leerling, dat hij afspraken nakomt en dat hij zorgvuldig omgaat met vertrouwelijke informatie.

Een leerkracht die aandacht heeft voor autonomie van de leerling geeft de leerling echt de keuze om zelf te bepalen welke taken hij maakt en hoe hij dat doet. Hij vertrouwt een aantal organisatorische zaken ook toe aan de leerlingen. Hij waardeert eigen initiatief en doet iets met deze initiatieven en eigen ideeën van leerlingen. Ook daagt hij leerlingen uit om eigen oplossingen te bedenken.

Als het gaat om aandacht voor competentie dan geeft de leerkracht actief beurten aan alle leerlingen. Verder geeft hij hen ruimte voor een eigen werk- en leerstijl en stelt hij vragen waardoor leerlingen gaan reflecteren op hun eigen handelen.

Succes gaat nauwelijks om hoe slim je bent. De internationaal vermaarde psychologe Carol Dweck toonde aan dat een growth mindset heel belangrijk is voor de ontwikkeling van kinderen (en ook volwassenen). Het gaat over het hebben van vertrouwen in je eigen kunnen en weten dat je door oefening kunt groeien. Een growth mindset draagt bij aan de motivatie van

leerlingen, hun leerprestaties, hun doorzettingsvermogen en creativiteit. Leerkrachten kunnen invloed uitoefenen op de mindset van hun leerlingen en een growth mindset bij zichzelf en bij leerlingen stimuleren.



## **2.7 Teaching conditions and school conditions (inspection standard SK2)**

*The HSV International Department (ID) admits pupils from the age of four to eleven. Our pupils come from all over the world and many different educational systems. For social reasons the policy of the HSV is to place children in age-grouped class bands, therefore pupils are admitted to year groups (maximum 20) according to their age and not their ability.*

*The HSV not only aims to support pupils' cognitive development but also their personal development. International understanding and host country knowledge (language and culture) are delivered through clearly defined learning goals. Teachers are aware that to fully meet a pupil's needs, individual teaching, learning styles and multiple intelligences should be addressed. This is achieved through activities that are geared to match the individual needs of the pupils, assessing and reviewing previous knowledge before new learning takes place, and allowing pupils to work in a way that enables them to access the learning goals of each subject at their own level. Learning involves taking risks. We support pupils in becoming accustomed to doing this. The goal is for our pupils to develop the skills to become truly independent learners and to be able to work in a social context.*

*We work with the concept of developing a growth mindset. It's our belief that the most basic abilities can be developed through dedication and hard work; brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. This complements the International Primary Curriculum Personal Goals: Adaptability; Communication; Co-operation; Enquiry; Morality; Resilience; Thoughtfulness; Respect.*

*During a typical lesson, previously-covered objectives are first reviewed with the whole group to help the class teacher evaluate understanding of individuals and the class, before new objectives are taught. The activities to support learning may be carried out individually or in small groups depending on the individual pupil or the activities being carried out. The lessons finish with a plenary where the pupils and teacher come together to review the learning that has taken place and to discuss where the lesson will take them. Pupils who have limited English will be given extra English support by a specialist EAL (English as an Additional Language) teacher, either in a group or individually, as well as receive continuing support from the class teacher and peers.*

## 2.8 Sociale en maatschappelijke competenties (inspectie standaard OR2)

Binnen IPC wordt vorm gegeven aan de sociaal-emotionele ontwikkeling door te werken met persoonlijke leerdoelen over de volgende onderwerpen:

- Respect
- Communicatie
- Samenwerken
- Onderzoeken
- Aanpassingsvermogen
- Zorgzaamheid
- Veerkracht
- Moraal

Deze persoonlijke leerdoelen zijn verweven met de units. Dat houdt in dat de taken zo zijn geschreven dat kinderen voortdurend ervaringen opdoen die prikkelen en aanzetten tot oefenen of inzicht in de bovengenoemde doelen. Het zijn dus geen woorden op een poster, maar ze liggen daadwerkelijk aan de basis van hoe we kinderen willen laten leren, voelen, denken en handelen.

IPC is uniek als het gaat om internationale leerdoelen. Kinderen ontwikkelen een nationaal, internationaal, globaal en intercultureel perspectief: 'international mindedness'. Elke IPC-unit schenkt hier aandacht aan waardoor kinderen een toenemend besef ontwikkelen van zichzelf, de gemeenschap en de wereld om hen heen.

### **2.8 Social and societal competencies (inspection standard OR2)**

*While we highly value the achievement of children we want them to understand that the effort they put into learning is equally valued. We are working hard to promote the idea of a "growth mindset" and that making mistakes is an essential part of the learning process. We want a school environment in which learners feel comfortable taking risks. This is not always easy for children who move school or school systems every few years.*

*We like to celebrate and share the different activities that our children engage in both inside and outside of school. Such displays give potential families an insight into our school ethos.*

*The International Primary Curriculum personal goals play an important role at the HSV. They are very much in evidence and the children reference them when they talk about their learning. At the beginning of the year there is a whole school Launch into Learning Unit in which the children explore the aspects of becoming a successful learner. They are actively involved in establishing classroom rules and effective routines. Children are regularly involved in setting targets that are related to their academic and personal growth.*

*We use the Jigsaw scheme to teach our Personal, Social, Health and Emotional (PSHE) curriculum. There is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives both now and in the future. The goal is to develop the qualities and attributes that children need to thrive as individuals, family members and members of society and the global community.*

## **2.9 Veiligheid (inspectie standaard SK1)**

Om de veiligheid van de leerlingen te kunnen waarborgen zijn er een anti-pestbeleid, een meldcode voor kindermishandeling en een gedragsprotocol van HSV beschreven die gehanteerd worden op school.

Wanneer er pestgedrag plaatsvindt op school, wordt dit in eerste instantie door de groepsleerkracht(en) aangepakt en samen met de betreffende kinderen opgelost. Afhankelijk van de situatie worden de betreffende ouders, de intern begeleider, de anti-pestcoördinatoren en de directie van de school betrokken. De methodiek Zand Erover kan worden ingezet om het pestgedrag te stoppen en voorkomen.

In de komende jaren zal worden gekeken of de methode 'Jigsaw' kan worden ingezet om positief sociaal gedrag van de leerlingen te versterken.

### **2.9 Safety (inspection standard SK1)**

*We expect our staff to create stimulating corridor areas and a safe environment for learning both in and outside the classroom.*

*Children are expected to move around school in a calm and orderly manner with a regard for the safety of everyone.*

*During the period of the last school plan a policy on children's friendships was developed and anti-bullying is a key part of this. There is an active workgroup that focuses on this area. During the next phase the plan is to implement a more structured curriculum that addresses personal, social, health and emotional issues to promote the well being of the whole child using Jigsaw as a basis. This will result in the children experiencing richer and more varied circle and assembly times, as well as complement the IPC Curriculum.*

*We will continue with the no blame "Zand Erover" approach to dealing with bullying. This fits well with the new HSV core values. We will ensure that sufficient staff are trained across all locations. A number of staff have been training to use the "Zand Erover" strategies for dealing with bullying.*

*If there is a deviation of behaviour this is dealt with and children are expected to reflect and make changes in behaviour. Parents are informed of ongoing or serious instances. In the coming period we will implement the HSV behaviour code for children who cannot be managed within the above parameters. This area will have to be thought about in light of closer cooperation with Lighthouse.*

*High standards of behaviour are expected of staff and children. Staff are expected to provide good models of behaviour and respect is an important word for us at the HSV. There is a staff handbook which includes a Code of Conduct.*

*General safety and security is an area that we and our parents take seriously. During the period of the last strategic plan a comprehensive safety file for each location was developed. This will be maintained reviewed and maintained in current period.*

*Accidents and incidents are recorded, regular inspections are carried out by third parties. There is an educational visits policy (school trips). School operates within the regulations of the ARBO. Since the last school plan was written there is now a monthly reporting of accidents in the monthly ID Leadership Meeting and bi-monthly Joint Leadership Meetings with the Dutch Director to look for patterns and discuss prevention.*

*Staff, parental, children's' surveys, along with the PASS Assessment (Pupil Attitude to Self and School) give us a formal measurement of a feeling of safety and security from stakeholders Annual Social Safety Survey. Staff, parents and children will bring things to the attention of management. There is a vertrouwenspersoon (contact person) in each building. There is regular training for the vertrouwenspersoon (trusted) across the HSV.*

*Good agreements are made between the teachers and lunchtime supervisors to ensure shared expectations of behaviour and good continuity and follow-up should incidents occur.*

## 2.10 Zicht op ontwikkeling en begeleiding (inspectie standaard OP2)

Gedurende hun schoolloopbaan worden de kinderen gevolgd door een jaarlijkse cyclus van voortgangsgesprekken tussen de groepsleerkracht(en) en de intern begeleider. Hierbij wordt gekeken en besproken hoe de kinderen zich ontwikkelen en of er bepaalde ondersteuning nodig is. Verschillende malen per jaar wordt een aantal leerlingen besproken in de interne zorgcommissie, waarbij de Stichting Passend Primair Onderwijs Haaglanden (SPPOH), schoolmaatschappelijk werk en de schoolarts vertegenwoordigd zijn.

Wanneer kinderen taalproblemen ondervinden doordat ze vanuit het buitenland op onze school zijn gekomen, kan ook externe hulp worden geadviseerd.

## 2.10 View of development and guidance (inspection standard OP2)

### Language Learning and Development

*While some children enter the International Department with knowledge of the Dutch and English languages, for the huge majority of children neither of these languages is their first language. For many children these are the second or third language or, if the parents are of different nationalities, the third or fourth languages. We strongly recommend that parents focus on maintaining and developing the children's home languages.*

#### **1. English as an Additional Language**

*English as an Additional Language (EAL) is taught to children who speak languages other than English as a mother tongue and whose English language skills are not yet sufficiently developed to access the curriculum unaided. The type of EAL support provided is tailored to the individual needs of the child. Complete beginners may be withdrawn from class to work on specific language or literacy skills, whilst more experienced EAL students are supported by an EAL teacher in class. Class teachers differentiate all lessons to ensure the content and language are understood. Children are encouraged to use all their languages to engage in learning. This is facilitated with technology, for example, using Google Translate. EAL students do not attend Dutch classes at first but instead benefit from extra English language lessons with their class teacher.*

*EAL pupil review meetings take place three times a year. The EAL teacher, together with the class teacher, uses the EAL continuum to monitor a student's progress in speaking, understanding, reading and writing. When the level of English is sufficient to access the curriculum without support, the student exits EAL support and can join Dutch lessons.*

*As a school, we celebrate the linguistic and cultural diversity of our students. The EAL team organises mother tongue lunches, a bilingual library and a "Languages Week" to highlight the value of maintaining and developing all languages.*

#### **Goals for the Coming Period**

- *Through professional development and joint planning sessions, the focus will be on sharing knowledge and best practice in supporting children with EAL and adapting the curriculum to meet their needs.*
- *Focus on vocabulary acquisition and awareness of different strategies. Work on extending the children's vocabulary with a focus on language and structures embedded in curriculum areas, e.g. IPC, Maths and Literacy.*
- *Make use of word treasuries, Google Translate and Widgit Online to learn vocabulary, understand academic content and maintain home languages.*
- *Continue to improve and refine the EAL continuum as an assessment tool.*
- *Share information (such as IEPs and EAL continua) between LS and EAL for overlapping children.*
- *Raise awareness among parents of the importance of speaking home languages.*

## **2. Host Country Language (Dutch)**

*Dutch is taught to all children whose English is at a level which allows them to fully access the ID curriculum. Children have three Dutch lessons per week, each lasting between 30 and 60 minutes.*

*The focus of the Dutch lessons is on communicating and feeling confident in Dutch in daily situations, where the Dutch language is required, both in and out of school. Attention is paid to the following disciplines: listening, speaking, conversation (oral skills), reading and writing (writing skills). Translanguaging is used to give children a safe environment and enhance comprehension. and to express the importance of everyone's home language(s)*

*The lessons are interactive, and cooperative learning skills are used to encourage the understanding and speaking of Dutch. Lessons are differentiated to accommodate the diverse needs of our pupils. Learning objectives and lesson content are linked to the IPC units, news topics, culture, geography and the history of the Netherlands. Teaching of grammar and vocabulary are integrated.*

*In the ID-R - ID-2 classes, the students mainly develop their oral language skills (listening and speaking) through listening to stories, singing songs, playing language games, acting out stories and watching and discussing school television programmes. In the ID-3 - ID-6 classes, written language skills (reading and writing) become part of the HCL lesson, beside the oral language skills. Activities in the lessons are extended with drama, giving presentations and having discussions about a variety of topics related to the news, Dutch culture and IPC . All students read from Dutch reading books that target their specific level and reading out loud from Dutch children's literature continues to be an important part of the lessons.*

*The HCL learning goals and lesson content are related to the European Framework of Reference. Most of the students are working towards one of the following levels:*

*A1: Students can use and understand familiar words and basic sentences concerning themselves, their family and their direct living environment.*

*A2: Students can use and understand frequently used words and sentences that are of personal interest. Students can communicate in simple and everyday situations.*

*B1: Students can understand and produce simple, structured texts about familiar and personal topics. Students can verbally express themselves in frequently occurring situations.*

*Students can be working on different skills throughout the Framework.*

### **Goals for the Coming Period**

- *Extending the HCL Curriculum document*
- *Create a common understanding amongst HCL teachers in different locations about the needs and development in HCL teaching and learning through:*
  - *Attending courses related to HCL teaching as a whole team*
  - *Individual specialisations which will be shared with the team*

## 2.11 Schoolondersteuningsprofiel (inspectie standaard OP2)

Voor leerlingen die extra ondersteuning nodig hebben, beschikt onze school over specifieke deskundigheid. We hebben een onderscheid gemaakt in deskundigheid die wij als school zelf in huis hebben (interne deskundigheid) en deskundigheid die wij, indien nodig, kunnen halen van buiten (externe deskundigheid).

In ons schoolondersteuningsprofiel brengen wij deze kwaliteit van de deskundigheid in beeld. Zo is de Nederlandse afdeling deskundig op het gebied van tweetaligheid (Nederlands / Engels).

Zie ook het huidige Schoolondersteuningsprofiel via de website van de school.

### 2.11 School support profile (inspection standard OP2)

#### **Support Policy**

*At the HSV we value the child's whole development: emotional, physical and academic. We take into account the educational needs of students and provide support where needed.*

*We are member of Stichting Passend Primair Onderwijs Haaglanden (SPPOH). We use facilities within the school community to help us meet the individual needs of children, e.g. HCO, Jeugdzorg, social worker, additional needs and learning support staff, IB-ers, school doctor.*

*The school population is made up of more than 50 nationalities, most of whom will be in the Netherlands for a short period of time (3 – 4 years). The educational backgrounds of the pupils are diverse; individuals often experience a range of schooling and therefore a lack of continuity and progression in their learning experiences. A great many of these pupils do not have English as their first language and will leave the HSV to continue their education in one of the many international schools around the world.*

*Teachers are aware that to fully meet a child's needs, individual teaching, learning styles and multiple intelligences must be addressed.*

*The school's most recent Educational Support Profile is available on the school website.*

<https://hsv.nl/educational-programme/policies/educational-support/>

#### **Education:**

- a. *Students develop in a safe environment*
- b. *The school has a continuous overview of the development of students*
- c. *Staff use summative and formative assessments to identify the next steps for meeting the goals for learning. Teachers adapt their teaching and learning activities to help children meet their goals.  
The staff works with effective methods and approaches*
- d. *The staff works continuously to their legal capacity and competence*

#### **Guidance:**

- a. *A development plan is established for children who need additional support*
- b. *The school cares about the needs of all its students*
- c. *Parents (and students) are closely involved with and support the school*

#### **Policy:**

- a. *The school has a learning support policy*
- b. *The school has determined its own educational care profile*
- c. *The school annually reviews its learning support policy and adjusts it as necessary*

#### **Organisation:**

- a. *The school has an effective internal care policy*
- b. *The school has an effective care team*

**To aid the above process in the International Department:**

*Class sizes are small, a maximum of 20 students.*

- *The learning activities are geared to match the individual needs of the pupils.*
- *The pupil's previous knowledge is assessed and reviewed before learning takes place.*
- *Pupils work at their own speed and access the learning goals of each subject at their own level.*
- *The children are supported in learning to take risks and to become independent learners.*
- *The children explore the different ways of learning and learn to understand how they can maximise their own learning.*
- *Teachers deliver the HSV curriculum in a variety of teaching styles (visual, auditory and kinaesthetic) so that a maximum of learning styles are met within the same classroom. The multiple intelligences of children are addressed, as the children learn, particularly as a part of the IPC curriculum.*

**Social and Emotional Welfare Goals in the short and medium term:**

- *Develop a shared language related to this area.*
- *Develop a shared understanding of terms such as learning support, and additional needs.*
- *Monitor and review the children's friendship policy/ Anti-Bullying Protocol.*
- *Professional Development for staff in the areas above.*
- *Include social and emotional goals within the Personal Goals. Review these with the children and parents.*
- *Involve children and parents in learning consultations.*
- *Implement and review the new Jigsaw curriculum.*
- *Give consideration to norms and values.*
- *Ensure shared expectations of behaviour across departments and locations.*
- *Develop respect for self, each other and property.*
- *Introduce Learning Support programmes for children: develop eight-week programmes so children are not always missing class activities; ensure that more children can be accommodated in the programme.*
- *Develop and implement policies and procedures.*

# HOOFDSTUK 3 / CHAPTER 3

*Personeelsbeleid*

*Staff Policy*





### 3. Personeelsbeleid

Aangezien bij het tweetalige aanbod de het uitgangspunt 'one teacher, one language' is, betekent dit ook een en ander voor het formatiebeleid. Voor de komende leerjaren 6 en 7 is afgesproken om voor twee dagen per week een Engelsprekende leerkracht aan te stellen. We hopen door natuurlijk verloop dit te kunnen bekostigen. In leerjaar 8 gaan we bezien of er ook wordt gekozen voor twee dagen een Engelstalige leerkracht, aangezien de organisatie van het laatste leerjaar anders verloopt dan de leerjaren ervoor.

In verband met het lerarentekort in met name de randstad, is het belangrijk om te zorgen dat de HSV een aantrekkelijke werkplek is voor nieuw en huidig personeel. Er zal extra aandacht worden besteed aan de begeleiding van nieuwe leerkrachten, maatregelen om werkdrukverlaging te realiseren (zoals het organiseren van ambulante dagen voor leerkrachten voor administratie e.d.) en het regelen van adequate vervanging.

De functiemix zorgt voor de mogelijkheid om zowel leerkrachten in schaal 10 als schaal 11 te benoemen. Voor de functie van leerkracht schaal 11 zijn duidelijke criteria opgesteld. Door een gesprekkencyclus voor het personeel te hanteren, wordt

### 3. Staff policy

*We actively and successfully encourage International Teachers to teach in the Dutch Department Bilingual programme. It is preferable that all new staff at the International Department Nassaulaan are: either bilingual, have a working knowledge of Dutch, or have a strong commitment to learning Dutch; and that they be willing to team-teach, class share, and integrate with the Dutch Department at Nassaulaan.*

*At the other locations the need for bilingual staff is less significant but something we happily encourage. Staff members recruited to the ID are willing to embrace the Dutch culture and life in The Netherlands during their stay. In light of the current teacher shortage we have worked hard in the last period to professionalise our recruitment. We have broadened the reach of where we advertise and have created a recruitment Facebook page. With the onset of Brexit, we are exploring the work permit process and labour legislation for non-EU employees.*

*The directors work to ensure that well matched new staff members stay for a longer period (at least 3 years). We want to attract career plan teachers; that is, teachers who are committed and embrace professional development opportunities.*

*We have changed our induction. As well as an orientation at the beginning of the school year there is a more structured programme for staff throughout the year. We have also created a programme for staff who start mid year. We realise that a good induction programme will not only exist in the first year but cover a number of years. We will also work to support staff who change location or departments as this can be like starting a new job.*

*We are committed to reducing teacher work pressure. Taking on board feedback from staff, we have introduced some roster free days and now release teachers for regular half days across the year (prorated according to the number of working days). This has given teachers time to work on a variety of tasks and specialist teachers time to work and plan together. We will monitor teacher's feelings about the sources of work pressure but there does need to be the understanding that there are pressure points in all jobs and professions.*

*We will evaluate our meeting schedule on an annual basis to ensure that staff feel meetings are effective. We want to create a balance where staff have the opportunity to work together in their location teams, year groups, with partner colleagues as well as the whole ID and class teachers. We also want specialist and non class teachers to meet on a regular basis focused around both organisational and quality matters.*

*At each location there is a good balance between the number of teachers on the LB10 and L11 salary scales. Staff on the L11 scale are expected to take on extra responsibility. There is a good balance between sexes, backgrounds and nationalities whilst not compromising on the level of English. The staff handbook is available and current.*

#### **Cover teacher personnel**

*We have a team of cover teachers who are deployed to cover class teachers when they are absent either because of sickness or they have compensation time. Teachers may also be released as part of their professional development or induction program. In these situations the teacher plans for the class and as a result there is no or little disruption to the children's learning. There are comprehensive and thorough long term plans for teachers to use. There is a teacher who plans science lessons when the teachers receive their half days for work pressure. Being an international school we are unable to draw on a pool of supply teachers. Our cover team is an integral part of our school team and on the occasions that they are not being used for cover, they support children's learning in the classroom. In the coming period we will increase the number of cover teachers to reflect*

### 3.1 Bevoegdheid en bekwaamheid

Alle leerkrachten voldoen aan de eisen van bevoegdheid. De leerkrachten onderhouden hun bekwaamheid door het volgen van teamscholing en volgen van individuele scholing.

Er wordt een aantal studiedagen gepland, waarin specifieke inhoud wordt behandeld, zoals bijvoorbeeld het voeren van oudergesprekken of groepsvorming aan het begin van het schooljaar. Daarnaast zijn er sinds afgelopen schooljaar zogenaamde 'roostervrije' studiedagen ingepland waarin de leerkrachten kunnen werken aan rapporten, leerlingadministratie en dergelijke.

De leerkrachten stellen ook persoonlijke doelen op die jaarlijks worden besproken met de leidinggevende.

#### **3.1 Requirements of competence and maintenance of competence**

*The majority of the teachers in the International department are trained overseas. Those that are trained in the Netherlands have international experience. Up until now we have only recruited teachers who have had at least one and preferably a minimum of two years experience. We see experience of teaching in an international setting as an advantage. All staff members have their qualifications ratified by DUO. If they are non-EU trained, they receive a temporary teaching status and after 40 weeks, receive an additional visit from the inspector. In 100% of the cases the inspector has agreed with the school leadership about a candidate's suitability to work as a teacher.*

*All staff are appointed on a year's temporary contract. During their first year they participate in an induction program. They are observed and there is an initial appraisal in the first term and a second appraisal at the end of the year. The teacher's performance against the CAO competencies is assessed as a part of the appraisal process. If successful, staff are given a permanent contract at the end of the year.*

*The school uses job descriptions as laid down in the CAO. Staff are observed regularly by the Heads School. All members of the organisation participate in the human resource cycle of professional conversations and appraisal.*

### 3.2 Schoolleiding

Er is een evenredige vertegenwoordiging van vrouwen in het management. Op dit moment nemen geen mannen deel aan het management.

#### **3.2 Leadership (and proportional representation of women in management)**

*As we currently stand all of the leadership team members in the International department are female. The ID team throughout is predominantly female.*

### 3.3 Professionele ontwikkeling

De professionele ontwikkeling van het personeel is erg belangrijk voor de optimale kwaliteit van lesgeven. Bij de Haagsche Schoolvereniging krijgen de medewerkers de kans om zich zowel in teamverband als persoonlijk professioneel te ontwikkelen. Er is beleid voor leerkrachten in schaal 10 en 11, met bijbehorende verantwoordelijkheden. De medewerkers in schaal 11 hebben veelal een specialisatie, waarmee zij de leerlingen en het team kunnen versterken.

Professionele ontwikkeling draagt bij aan de ontwikkeling en uitvoering van het onderwijskundig beleid van de school.

#### **3.3 Professional development**

***(Measures that contribute to development and implementation of educational policy)***

*In line with our strategic policy that staff have a commitment to ongoing professional development.*

##### ***Global citizens, lifelong learning***

*The school takes a serious and long term approach to professional development. There is an annual programme planned and published in advance. Staff have the opportunity to attend and lead conferences and external professional development sessions. We are active participants in the DIPS network for different subject areas (e.g. maths, English as an Additional Language HCL). Clear action plans are developed for the implementation in areas that have been flagged. There is an established work group culture. There are three types of work group: curriculum, organisational and events. The different types of work group give staff the opportunity to develop different knowledge and skills. Staff are expected to join different types of work groups.*

*Teachers have opportunities to visit each others classroom across the locations and share their expertise. There are regularly scheduled year group planning sessions to ensure consistency across locations and to share ideas.*

##### ***The policy aspects to achieve in the short and medium term:***

- *Continue the work begun as a centre of expertise in bilingual education.*
- *Ensure that there is consistency for staff working across locations.*
- *Become a centre of expertise for children with special needs in International Education especially at our VHS location.*
- *Professional development for staff in the area of learning support so that assistants and teachers can best support children's learning when they are working with groups of children.*
- *Develop curriculum work groups to provide professional development.*
- *Plan Study Days with outside facilitators.*
- *Establish team building and joint Study Days including internal conferences.*
- *Establish staff groups intervisie/InterVision.*
- *Ensure staff have the opportunity to attend conferences and courses in order to continue to develop expertise and keep abreast of educational developments.*
- *Develop models of good practice and share these with colleagues in various ways, including making classroom visits to share expertise and learn from each other.*
- *Provide Individual and targeted Professional Development for groups of teachers (e.g. specialist teachers; Learning support).*
- *Ensure that there is adequate training for using new resources.*
- *Participate in DIPS curriculum facilitation days. (We currently lead the Admissions group. We would like to establish a group for Leaders for Learning.)*
- *Develop the role of the L11 teachers throughout the schools.*

### 3.4 Pedagogisch-didactisch handelen (inspectiestandaarden SK2 en OP3)

In het contact dat de leerkracht met de leerlingen onderhoudt, is het belangrijk dat hij zich sterk maakt voor deze drie basisbehoeften: relatie, autonomie en competentie. Zo betekent aandacht voor relatie dat een leerkracht aan een leerling laat weten dat zij wil luisteren, dat zij de tijd neemt voor interactie. Ook betekent het dat zij belangstelling toont voor de achtergrond van de leerling, dat afspraken worden nagekomen en dat er zorgvuldig wordt omgegaan met vertrouwelijke informatie.

Een leerkracht die aandacht heeft voor autonomie van de leerling, geeft de leerling echt de keuze om zelf te bepalen welke taken hij maakt en hoe hij dat doet. Deze leerkracht vertrouwt een aantal organisatorische zaken ook toe aan de leerlingen. De leerkracht waardeert eigen initiatief en doet iets met deze initiatieven en eigen ideeën van leerlingen. Ook daagt zij leerlingen uit om eigen oplossingen te bedenken.

Als het gaat om aandacht voor competentie dan geeft de leerkracht actief beurten aan alle leerlingen. Verder geeft zij hen ruimte voor een eigen werk- en leerstijl en stelt vragen waardoor leerlingen gaan reflecteren op hun eigen handelen.

### 3.4 Pedagogisch-didactisch handelen (inspectiestandaarden SK2 en OP3)

#### **How we teach in the International Department of the HSV**

*The school uses a range of pedagogical-didactic approaches with the aim of meeting the school's mission to develop lifelong learners. These approaches include:*

- *Providing, when possible, open-ended learning opportunities to encourage students to seek many possibilities rather than being steered towards one correct answer.*
- *At times providing integrated learning, where content and skills from more than one subject area are combined, (e.g. ID6 mathematical reasoning and problem solving skills are practised in the context of a design problem (Design a Fairground) within IPC learning on Fairgrounds).*
- *Providing inquiry based learning in Science, where the teacher or student questions, problems or challenges, stimulate scientific thinking and investigations.*
- *Providing differentiated tasks when necessary to ensure all learners make progress towards the learning objectives.*
- *Providing authentic learning experiences when possible.*
- *Providing opportunities for students to learn as a class, collaborating in groups, with a peer or independently.*
- *Providing students with tools to assess and evaluate their own learning (e.g. reflection questions, rubrics, checklists).*

*In addition, ensuring a positive learning climate in which all children feel safe to learn is developed through:*

- *Promoting the IPC Personal Goals.*
- *Positive relationships between teachers and students.*
- *Showing respect for one another.*
- *A supportive learning environment that displays visual prompts to support and guide learning.*
- *Valuing student learning and effort.*
- *Learning from mistakes and promoting a Growth Mindset.*

### 3.5 Ambities personeelsbeleid

Bevorderen van constructieve samenwerking tussen collega's, vergroten van gedeelde verantwoordelijkheid en respect voor elkaar; Leerkrachten hebben de gelegenheid om zich te scholen, zowel op het gebied van hun dagelijkse handelen als het ontwikkelen van een specialisatie in het onderwijs.

#### 3.5 Ambitions Staff Policy

**During the duration of the school plan, the aspects to achieve in the short and medium term are:**

- *From the school year 2019/20 the Director ID and Head of School VHS will take on the leadership of Lighthouse. A new role will be created in the ID Leadership team, this will be the Head of Recruitment and Admissions. There will be a new role of Leader for Learning established who would be responsible for pupil monitoring for LSE children and the ID children at VHS and curriculum for LSE. The Leader for Learning will work closely with the Head of School at VHS, the ID Leader for Learning and the Head of School responsible for professional development.*
- *Develop cooperation and movement of staff between Lighthouse Special Education and the International Department in light of them now being housed in the same building, the new VHS location.*
- *Have a non school based member of the leadership team who is able to work on matters related to recruitment and induction of new staff. This will be combined with the increased volume of admissions to the school.*
- *Directors to discuss teacher applications and identify the suitability of candidates for both Dutch and Special Education.*
- *Seek staff with international experience.*
- *Recruit annually to the LB scale.*
- *Provide regular staff development opportunities.*
- *Commit to the annual evaluation and improvement of induction.*
- *Work on the continual improvement of staff handbooks. (There is an annual review and update.)*
- *Develop the LB Role (Now Scale 11 teachers)*
- *Develop our relationship with International Teacher Training Colleges e.g. Stenden. Expectations to be clarified by college and school; HSV staff to work more closely with the students and their mentors, become more involved in planning and preparation for teaching practices and follow up on teaching practices. Stay in touch with high potential teaching practice students.*

*During the duration of the school plan we will be developing the role of those in an LB position in order to build leadership capacity as the school continues to grow. Actions identified have taken into consideration the views of those in an LB position from in-house school research.*

- *Identify the LB/middle leader role within the organisational structure*
- *Clarify the role of the LB/middle leader*
- *Give LB/middle leaders clear guidelines and guidance related to their specific role within the school (i.e. class teacher, EAL teacher, IB'er, specialist teacher)*
- *Provide curriculum release time to fulfil some of the LB/middle leader tasks/responsibilities*
- *Ensure clear lines of communication between senior leaders and LB/middle leaders*
- *Meet regularly with LB/middle leaders to share visions, direct initiatives and review progress*
- *Provide Professional Development opportunities for LB/middle leaders on specific aspects of the role (e.g. leading difficult conversations, delegating tasks, evaluating development areas)*
- *Offer guidance (e.g. a mentor, opportunities to meet, Professional Development) to those LB/middle leaders seeking to progress further within leadership*

# **HOOFDSTUK 4 / CHAPTER 4**

*Communicatiebleid*  
*Communication Policy*



## 4.1 Marketing

Welke middelen worden ingezet om de school onder de aandacht te brengen van huidige en nieuwe ouders? De website voor nieuwe ouders en de app voor huidige ouders zijn onze voornaamste communicatiemiddelen. Daarnaast worden voor geïnteresseerden informatieavonden gehouden.

Hoe versterken we de zichtbaarheid van onze expertise met betrekking tot tweetalig onderwijs? Door actieve deelname aan het landelijke netwerk en de stuurgroep van TPO (via Nuffic).

De inzet van marketingtools:

Het HSV logo is duidelijk en herkenbaar aanwezig op elke locatie. Verder zijn er beschikbaar: schoolbrochures, kaarten, folders, advertenties, website, app, etc.

Aanwezig zijn bij netwerkbijeenkomsten, open ochtenden, informatieavonden, artikelen in kranten en tijdschriften, samenwerken met BSO organisaties en andere mogelijke marketingmiddelen.

De stichting 2HSV wil bijdragen aan de kwaliteit van de Haagsche Schoolvereniging en van de bijbehorende schoolomgeving door middel van financiële steun aan projecten en voorzieningen voor school- en buurtkinderen. In voorgaande projecten heeft 2HSV een financiële bijdrage geleverd aan de vernieuwing van de schoolpleinen en voor de aanschaf van muziekinstrumenten en Chromebooks.

## 4.1 Marketing

### **Marketing and exposure of HSV globally.**

*We will work to ensure that the HSV is known as a provider of good education in The Hague and has a presence when international families are looking at international education in The Netherlands.*

#### **Marketing tools:**

**Venue:** *The entry of each building to be warm and welcoming; good school appearance.*

**Media:** *school brochures; postcards; leaflets; advertisements; mailings; Internet.*

**Promotion/networking:** *attending events; relationships with relocation agents; Embassies and International companies; network with The Hague International Community; open mornings and or information evenings; articles in magazines/newspapers; working with pre-schools; merchandise.*

**Communication:** *Launch of a new App to enable easy information sharing with parents and ensure consistency; revision of website as a marketing tool;*

*The establishment of a new role in the senior leadership that will be the marketing face for admissions and recruitment.*



## 4.2 Ambities communicatiebeleid

Het werken met een app voor ouders als communicatiemiddel voor alle benodigde informatie vanuit school.

Wij realiseren ons dat een open communicatie van groot belang is. Wij werken voortdurend aan de verbetering van de communicatie zowel intern als extern, met personeel, kinderen en ouders. "Digitaal" communiceren is erg makkelijk, maar zeker van groot belang is het om face-to-face te communiceren met mensen en zichtbaar en aanwezig te zijn. Dit is niet altijd makkelijk voor de directie daar zij beiden meerdere locaties aansturen, maar de meeste locaties hebben een locatieleider om de dagelijkse zaken af te handelen.

Schriftelijke communicatie gaat bij voorkeur en waar mogelijk via e-mail of de app en is herkenbaar als een uiting van de HSV.

Communicatie Methodes:

- Agenda: wekelijks overzicht voor het personeel van aanwezigheid directie en activiteiten.
- Laatste nieuws: wekelijks overzicht voor ouders van activiteiten.
- Website
- Nieuwsbrief (twee maandelijks)
- Schoolgids
- Schoolplan
- Handboek
- Verslagen
- Rapporten
- Jaarplanning
- App

## 4.2 Ambitions Communication Policy

*All of the goals in our previous school plan were achieved or exceeded. In the coming period:*

- *The Dutch Department will become bilingual throughout the whole age range*
- *The International Department will be known as having four different schools situated in different parts of The Hague.*
- *The International Department will have developed into a five form entry primary school working across 4 locations*
- *Lighthouse will maintain its own identity in the same way that our different locations do at present. It will be presented as an integral part of the HSV international offering and clear links will be made in the marketing materials.*
- *MR will raise its profile amongst the International Department parents*

### Quality of Communication

*We realise the importance of open communication and are constantly working to improve communication both internally and externally. The leadership realises the importance of good communication with the staff, children, parents and outside groups.*

*In this day and age it is easy to communicate electronically, but the leadership recognises the importance of face-to-face communication, and works to be visible and available for the school community. This is not always easy for Directors who work across sites, however, most locations have a Head of School who is the main contact for parents.*

*Teachers are made aware of the importance of communicating with families about the education of their children. Where possible, communication is electronic and not on paper, recognisable as coming from the HSV.*

*We have a policy and guidelines on communication covering expectations, standards, frequency, confidentiality, etc.*



**Communication Methods:**

- *Diary: weekly overview of staff attendance, management and operations.*
- *App for communication with parents*
- *Website to market the school both in The Hague and Internationally*
- *Combined organisational and learning newsletter 6 times per year*
- *School Guide*
- *School Plan*
- *Handbook*
- *Reports*
- *Twitter*
- *Calendars, staff and parents*
- *New digital opportunities*
- *Professionalised information used as part of the recruitment process. Directors to update to staff.*

**How the school deals with Sponsor Money**

*2HSV is a group organised by NA parents that raises funds that support the school. In the main, the funds raised go to the Dutch Department as most of the support for these events comes from parents in the Dutch Department. If there is support from the International Department parents, then the International Department receives an amount that reflects the amount of involvement. This intervention has enabled the Dutch Department to be resourced in areas such as technology to the same level as the International Department. This money has also helped the development of the outside play area in our NSL building. In the coming period, 2HSV will help supplement the school's expenditure on outdoor learning and play. We hope to see the International Department parents become more involved in 2HSV.*

# HOOFDSTUK 5 / CHAPTER 5

*Kwaliteitsbeleid*

*Quality Policy*

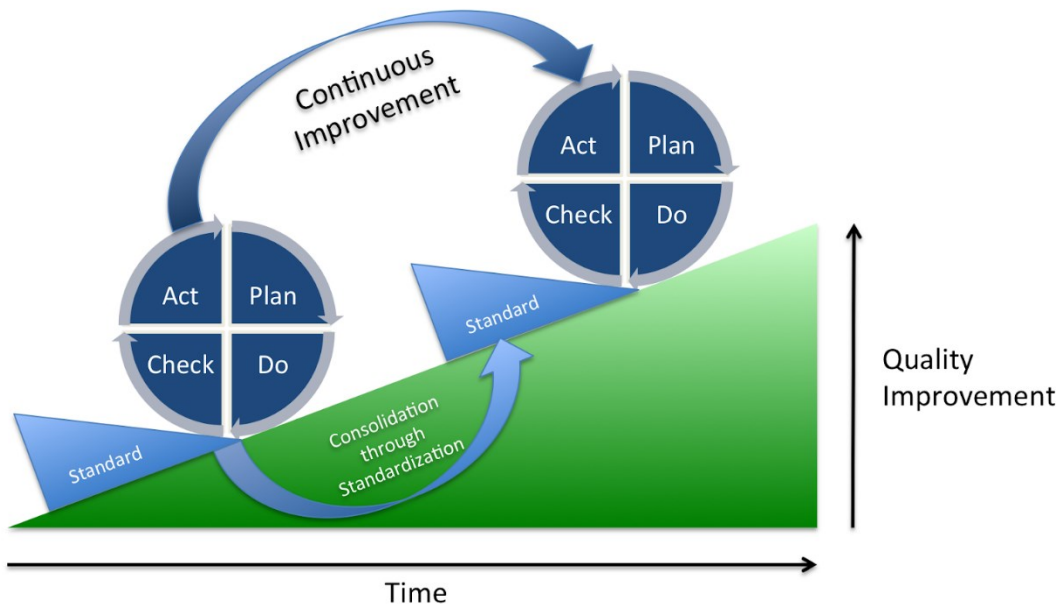


## 5.1 Kwaliteitszorg (inspectie standaard KA1)

Onze school hanteert een systeem van kwaliteitsontwikkeling en -bewaking, dat er in belangrijke mate toe bijdraagt, dat de opbrengsten van het onderwijs op onze school op een zo hoog mogelijk niveau liggen. De kwaliteitsontwikkeling en bewaking omvat de volgende elementen, die onderling nauw samenhangen:

- De structurele (trend)analyse van onderwijsopbrengsten (leerlingvolgsysteem)
- De PDCA cyclus (Plan Do Check Act). mbt de uit te voeren activiteiten. De procesevaluatie met betrekking tot de voorgenomen activiteiten naar aanleiding van het schoolplan.
- De leerlingtevredenheidspeiling
- De oudertevredenheidspeiling (OTP) en de personeelstevredenheidspeiling (PTP)
- De risico-inventarisatie & - evaluatie (RI&E)
- Feedback over de leerlingenondersteuning vanuit SPPOH
- De resultaten van het schoolbezoek van de onderwijsinspectie
- De conclusies uit het jaarverslag van onze school

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Het systeem van kwaliteitsontwikkeling en -bewaking op onze school kent een aanpak op basis van de zogenaamde 'Kwaliteitscyclus':

1. Het formuleren en vastleggen van (meerjaren)beleid.
2. Het jaarlijks in beeld brengen van de actuele situatie.
3. Het formuleren en uitvoeren van activiteiten op korte (en middellange) termijn.
4. Het evalueren van de uitgevoerde activiteiten, waarbij centraal staat of één en ander ook daadwerkelijk heeft geleid tot een actuele situatie, die meer in overeenstemming is met de geformuleerde beleidsdoelstellingen dan daarvoor.
5. Het eventueel bijstellen/herformuleren van (meerjaren)beleid.

## 5.1 Quality culture (inspection standard KA2)

Our school has a system of quality development and assurance, to ensure that the academic standards education achieved are at the highest possible level. Our four locations have their own personalities and ethos due to their different configurations. The school leadership team looks to ensure consistency of quality and offer. The system for monitoring quality and consistency includes the following elements, which are closely related:

### Pupils

- A system of academic data analysis:
  - Annual staff meetings take place at the beginning of the year in which the annual test data for Literacy and Mathematics, conducted at the end of the previous academic year, is analysed. In light of this analysis, the curriculum and the staff development programme are modified to ensure children are making expected progress.
  - Children's mathematics progress is monitored by the leadership team through biannual meetings following informal written assessments in Term 1 and 2. Teachers answer questions regarding individual children and their progress in mathematical fluency, and reasoning and problem solving.
  - Children's writing progress in the last period was analysed three times a year with the class teacher and school leadership. At the time of writing this document, we are in the process of transitioning to an ongoing system for assessing writing. Meetings will still take place with the school leadership team but all class teachers will also be involved in the moderation of writing.
  - Pupil tracking sheets are used to monitor progress in Literacy and Mathematics.
  - IB meetings take place biannually in which the academic of each child is discussed.
  - [ParnasSys](#) will be used to facilitate the monitoring and communication of data around quality.
- A system for monitoring student wellbeing:
  - Meetings between class teacher, Head of School and Pupil Monitoring Coordinator take place biannually in which the social and emotional development of each child is discussed.
  - PASS (Pupil Attitudes to Self and School) assessments take place annually for all children from IDR to ID6 that are used to help identify attitudinal or emotional issues that could impact upon academic performance.

### Staff

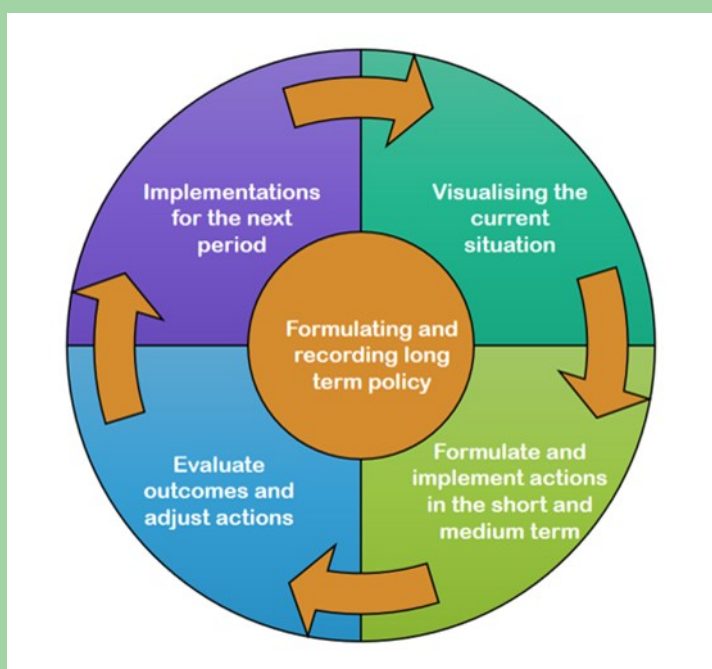
- A system for monitoring the quality of learning and teaching:
  - Teachers are observed teaching annually and feedback is given related to: pupil learning and progress; attitudes and behaviour of pupils; teaching skills; use of assessment; and targets for teacher development.
  - 'Flitsbezoeken' and/or Learning Walks take place that focus on a particular subject or aspect of teaching.
- A system for monitoring staff:
  - All members of the organisation participate in the human resource cycle of professional conversations and appraisal to maintain quality.

### School

- A system for monitoring the school:
  - A 'helicopter view', regarding the key elements of education at our school (in development). There will be an annual review regarding the progress made with the school plan and adaptations made where necessary. An action plan is developed for the areas that are identified as a school priority that year.
  - The school care plan is reviewed annually.
  - Parent, children and staff satisfaction surveys are undertaken regularly.
  - The results from the school inspector and feedback given is acted upon.
- A system for monitoring safety:
  - There is an annual risk inventory and there is a safety plan that is currently being updated.
  - Safety procedures are updated annually.
  - Accidents are recorded at locations and discussed during Leadership Team meetings.
  - Staff are able to raise/log safety concerns in their location.
- A system for communicating:
  - The Director meets weekly with the Executive Director to keep him abreast of school developments and results.
  - The data and information is shared in the school Annual Report.

The system of quality development and assurance in our school has an approach based on the 'quality cycle':

1. Formulation and recording of long-term policy.
2. Visualising the current situation.
3. The formulation and implementation of activities in the short and medium term.
4. The evaluation and necessary adjustments to policy.
5. Implementations for the next period.



## 5.2 Kwaliteitscultuur (inspectie standaard KA2)

De kwaliteitscultuur heeft betrekking op het personeel, de leerlingen en hun ouders en de organisatie van de school als geheel.

### 5.2 Monitor development of students (inspection standard KA1) (Continuously monitor development of students - administration of monitoring)

Children's ongoing progress in different curriculum areas is monitored with reference to the end of year expectations. We use ongoing, termly and annual assessments to do this. Following each assessment period, class teachers meet with the Head of School and/or Leader for Learning and/or the Pupil Monitoring Coordinator to discuss progress.

When pupils are deemed to make insufficient progress academically or there are concerns about their social and emotional development actions will be taken and monitored. This might be in the form of a group or individual IEP, learning support, the IZC (Internal Care Committee), the SPPOH. The process is laid out in our Learning Support Protocol. We work to have good communication between the lunchtime supervisors and the class teachers. We have an open door policy for parents. We keep a special eye on pupils who are new to the school to ensure that they are settling well. In the coming period we are hoping that the introduction of ParnasSys will ease the tracking of pupils.

## 5.3 Verantwoording en dialoog (inspectie standaard KA3)

Personeel, MR en bestuur, 'critical friend' - stuurgroep TPO en in mindere mate de ouder-activiteiten-commissie, verkeerscommissie en leerlingenraad.

### 5.3 Ambitions (Measures to improve quality)

Our school has a system of quality development and assurance to ensure that the proceeds of education are at the highest possible level. The quality development and monitoring includes the following elements, which are closely related:

- Continue to look at data on a regular basis and make curriculum modifications accordingly.
- Continue to improve induction of new staff.
- Provide staff with more opportunities to plan lessons together and watch each other deliver lessons. The observations will focus in the different teaching strategies used.
- All members of the organisation participate in the human resource cycle of professional conversations and appraisal. In the case of staff on staff on scale 11 focus conversations on their additional duties.
- Look at how we can support the leadership in their own professional development; explore the possibility of using a 360° Appraisal system.
- Carry out regular parent, children and staff satisfaction surveys.
- Use walkthroughs flitzbezoeks carried out by teams to discuss quality and parity across or locations. Currently theses are carried out by the ID Leadership and Leaders for Learning. In the coming period we would like to extend and involve other staff.
- We create annual action plans for different development areas and these are reviewed on an annual basis.
- In the coming period with the ID parents particularity, the MR will work to communicate the role that they play in the development of the school.

## 5.4 Ambities kwaliteitsbeleid

Maatregelen ter verbetering:

- Jaarplanning en heldere taakverdeling bij het volgen van leerlingen.
  
- Vanuit de Leerlingen peiling:
  - Bespreken van antwoorden op toetsen door de leerkracht;
  - De waardering voor lezen en taal verhogen door het werken met een nieuwe taalmethode en het inzetten op leesmotivatie;
  - Het vergroten van de rust in de klas, bijvoorbeeld door Mindfulness.
  
- Vanuit de Personeelspeiling:
  - Vergroten van de hygiëne in het gebouw door duidelijke afspraken met de schoonmaak;
  - Verbeteren ontspanningsmogelijkheden personeel door het inrichten van rustige werkplekken op zolder en het organiseren van teamuitjes;
  - Nakomen afspraken en besluiten door in te zetten op een doorgaande lijn in de school en gedeelde verantwoordelijkheid binnen het team.
  
- Vanuit de ouderpeiling:
  - Vergroten van de veiligheid op weg naar school door acties van de commissie verkeersveiligheid;
  - Vergroten van de hygiëne en netheid binnen de school door duidelijke afspraken met de schoonmaak;
  - Verbetering van de begeleiding van leerlingen met problemen door de randvoorwaarden rondom de ondersteuning van leerlingen te verbeteren.

### **5.4 Accountability and dialogue (inspection standard KA3)**

*School policy is discussed with the team and the MR with whom we meet 5 to 6 times a year.*

*Policy is also discussed with staff at meetings, in the personnel committee as well as with the ID Leadership Team. The student council is also involved in matters that affect them.*

Doelen	19-20	20-21	21-22	22-23
Invoering en borging tweetalig primair onderwijs (TPO)	Borging TPO groep 1-5  Implementatie TPO groep 6	Borging TPO groep 1-6  Implementatie TPO groep 7	Borging TPO groep 1-7  Implementatie TPO groep 8	Einde pilot TPO  Borging TPO groep 1-8
Kwaliteit van IPC onderwijs verhogen	Impuls IPC d.m.v. studiedag Tijd voor en focus op IPC planning	Bewust aanbod 21e eeuwse vaardigheden - waaronder mediawijsheid - binnen thema's IPC	Bewust aanbod 21e eeuwse vaardigheden - waaronder mediawijsheid - binnen thema's IPC	Inzet technologie bij thema's IPC
Leerlingen op maat ondersteunen en uitdagen	Implementatie nieuw leerlingvolgsysteem (rapporten, volgen sociaal-emotionele ontwikkeling)	Zorgstructuur optimaliseren d.m.v. jaarplanning en taakverdeling	Doorgaande lijn ondersteuning en uitdaging van leerlingen op school	Doorgaande lijn ondersteuning en uitdaging van leerlingen op school
Bevorderen Sociaal-Emotionele ontwikkeling en Growth Mindset	Oriëntatie op methodiek Jigsaw voor de sociaal-emotionele ontwikkeling	Implementatie methodiek sociaal-emotionele ontwikkeling  Scholing Growth Mindset	Borging methodiek sociaal-emotionele ontwikkeling  Kind-gesprekken rondom Growth Mindset	Borging methodiek sociaal-emotionele ontwikkeling  Kind-gesprekken rondom Growth Mindset
Cultuur-Educatie uitbreiden met dans	Invoering danslessen in groep 1-4	Borging danslessen groep 1-4 Invoering danslessen in groep 5-6	Borging danslessen groep 5-6  Invoering danslessen in groep 7-8	Borging danslessen in groep 7-8
Invoering en borging nieuwe lesmethoden	Implementatie nieuwe rekenmethode  Borging spelling- en taalmethode	Implementatie nieuwe rekenmethode  Borging spelling- en taalmethode	Borging rekenmethode  Nieuw aanbod begrijpend lezen?	Borging rekenmethode  Nieuw aanbod begrijpend lezen?



<b>2018/2019</b>	<b>2019/2020</b>	<b>2020/2021</b>	<b>2021/2022</b>	<b>2022/2023</b>
<i>IPC-Back to basics</i>	<i>IPC as a vehicle for teaching 21<sup>st</sup> Century learning skills</i>	<i>Eliminate plastic waste/reduce paper waste</i>	<i>Becoming a “Green School”</i>	<i>Link culture education to our IPC curriculum</i>
<i>IPC Personal Goals/ HSV Core Values- displayed and discussed</i>	<i>Culture of Learning: Review Growth Mindset and learning from Mistakes, 21<sup>st</sup> Century Skills-Learning Skills, Literacy Skills, Life Skills</i>	<i>21<sup>st</sup> Century Skills, Higher Order Thinking skills Planning lessons together, observation peer lessons, InterVision</i>	<i>Pedagogical Approaches in classes, Focus on 21<sup>st</sup> Century Learning Skills</i>	<i>Cultural Education: Language, Literature, Music, Arts, History, Geography, Religion</i>
<i>Comprehensive induction of 23 new teaching staff, All staff getting on same “page”</i>	<i>Support: Review Learning Support Provision and close cooperation/ integration with Lighthouse Special Education; Move to ParnasSys system- collection and storage of assessment data.</i>	<i>Continue to review Learning Support; EAL support to review and professionalise class teachers who offer class EAL</i>	<i>More able pupils- Children who achieve highly on Standardised tests- update policy, Move middle of road learners to higher</i>	<i>Create a Policy Statement for Cultural Education, Create policies for Music and Visual Arts</i>
<i>Social Relationships “Jigsaw” piloted</i>	<i>Implement Jigsaw in all classes</i>	<i>Review success of Jigsaw programme</i>		
<i>Maths: White Rose, Bar Modelling</i>	<i>Maths: Maths through Stories</i>	<i>Maths: Numicon integrated into Maths teaching</i>	<i>Maths: Assessment Continuum</i>	
<i>Literacy: Develop a rich programme of writing, New assessment of writing using Staffordshire Writing Grid</i>	<i>Embed Assessment and Moderation of Writing using Staffordshire Writing Grids, Clear Guidance related to Guided Reading and update of texts, Language Policy</i>	<i>Reading Continuum to renew, Establish a clear Handwriting Policy from IDR to ID6</i>	<i>Overview for teaching Spellings, Punctuation and Grammar Policy on Speaking and Listening</i>	
<i>Science lessons by “expert” teacher across all classes, Science Week</i>	<i>Outdoor Learning: Culture of Outdoor Learning-play and structured situations across subject area</i>	<i>IPC –opportunities for outdoor learning, Educate parents about OL</i>	<i>Outdoor learning in schools and outside, Professionals help us use local areas</i>	
<i>ICT-New App for communication</i>	<i>ICT-Virtual/Augmented Reality/ gamification</i>	<i>ICT-Widget for EAL</i>		

## **Glossary**

**HSV** - Hassgsche Schoolvereniging

**ID** - International Department

**NA** - Nederlandse Afdeling

**KSS** - Koningin Sophiestraat - International Primary School

**NSL** - Nassaulaan - Bilingual Primary School (Dutch and English)

**VHS** - van Heutszstraat - International Primary School

**VNS** - van Nijenrodestraat - International Primary School

**LSE** - Lighthouse Special Education - The only international special school in The Netherlands. We offer individualised education to children aged 3-13 who are unable to cope in international mainstream education.

**TLS** - Three Little Ships - Preschool is an international preschool for children aged 3 and 4 years old

**HOV** - Het Open Venster - A Dutch school for children with dyslexia and later also for children with dyscalculia.

**TPO** - Tweetalig Primair Onderwijs / bilingual education

**SMART** - Specific Measurable Achievable Realistic Time

**HSV Core Values** - We believe that we have to do the best we can to promote global citizenship and to develop in our students the skills that they will need for lifelong learning. The core values are Respect, Connectivity, Responsibility and Safety.

**HSV Mission Statement** - *Global Citizenship, Lifelong Learning : Our mission is to enable pupils to become responsible global citizens and lifelong learners in a continually changing world.*

**Jig Saw** - Jigsaw is a unique, spiral, progressive and effective PSHE scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world. As part of the school's PSHE curriculum, all class teachers should have a Jigsaw time. This gives every child the chance to discuss a variety of issues in a positive and calm environment.

**White Rose** - it is a Maths programme: the training programmes are deep and thorough tailor made for HSV

**IPC** - International Primary Curriculum

**Staffordshire Writing Grids** - The grids allow teachers to make a 'best fit' judgement using the familiar process of referencing evidence during a term and ticking or dating relevant criteria as a term progresses

**IBer** - Intern begeleider (leerlingenondersteuning) / Pupil Monitoring Coordinator

**HCL** - Host Country Language

**DIPS** - Dutch International Primary School

**EAL** - English as an additional language

**HOS** - Head of School

**ICT** - Information Computer Technology

**MR** - Medezeggenschapsraad (Parent Teacher Council)

**Onderbouw** - Lower School

**Bovenbouw** - Upper school

**Overblijf** - Lunchtime supervisors

**PTE** - Progress in English Test

**PTM** - Progress in Maths Test

**PPC** - Personal Progress Conversation

**PC** - Personnel Committee

**BMO** - Breed Management Overleg / Senior Leadership of all HSV Schools

