

IST GENERAL CURRICULUM

IST mission	4
IST beliefs	4
IST core values	5
Taking action	5
Balancing our lives	5
Becoming lifelong learners	5
IST aims	5
IB policies	5
Admission requirements	6
PYP	6
MYP	6
DP (External Candidates)	6
DP (Internal Candidates)	6
Structure of studies	7
Lesson Allocation (Subject Lessons Weekly)	8

Daily schedule and timetable	9
The lesson schedule for PYP and MYP is as follows:	9
The lesson schedule for DP is as follows:	9
IB programs	10
PYP	10
MYP	10
DP	11
Promotion criteria	11
Languages	12
Assessment	13
Vertical and horizontal alignment	13
The learning methods	14
Learning concepts	15
Study reports	15
Student portfolio/journal	16
Parent-teacher-student conferences	16
PYP	16
MYP	16
DP	17
Quality control.	17
Student support	18
Field trips and class events	20
Student life	20
School rules and behavior policy	21
Ist diary and dress code	21
Healthy and safe environment	22
Resources and facilities	23
School information system (sis)	24
IT and digital resources	25
Aftercare and extra curricular activities	26
Communication and collaboration with families	26

Informing and counselling	27
Career services	28
Appeals/complaints	28

IST MISSION

- To support the holistic development of every individual to become responsible global citizens and independent life-long learners by providing a rigorous inquiry and multicultural learning environment.
- To foster a culture of innovation and desire for life-long learning through academic rigor and a network of global citizens.
- To create a global community that values inquiry, critical and creative thinking, open and entrepreneurial mindedness, and acts with tolerance and compassion.
- To support an outstanding faculty that embraces the best pedagogical practices, applying enhanced knowledge and skills in math, science, and technology.
- To prepare students who strive to become entrepreneurial leaders in their desired fields for an ever-changing future.

IST BELIEFS

At IST, we believe it is important to be a balanced member of society through:

- **Leadership:**
 - Being a good role model inside and outside of school
 - Inspiring and encouraging others
 - Being a good communicator
 - Demonstrating empathy
- **Culture:**
 - Being yourself
 - Welcoming change
 - Demonstrating diplomacy
- **Integrity:**
 - Being honest
 - Respecting everyone
 - Exhibiting a good moral and ethical attitude
- **Action:**
 - Being an active members of the community
 - Taking responsibility for your actions
 - Embracing the creativity of your inner child.

IST CORE VALUES

Taking action

At IST, we believe it is our fundamental function as citizens of the world to react and act with enthusiasm concerning the local and global challenges imposed by the different issues that impact our existence as a community of learners. At IST, taking action means being a risk-taker, a communicator, open-minded and caring.

Balancing our lives

At IST, we believe in the importance of balancing the different aspects of our humanity. We promote a healthy lifestyle, mindfulness, good relationships, physical and mental development, and career enhancement. IST believes balancing our lives means being reflective, principled and balanced.

Becoming lifelong learners

At IST, we believe learning should not stop at any certain point in our lives. As a community, we work hard to achieve our goals using different strategies and approaches to learning. We give importance to the development of skills and attitudes that help us to continuously satisfy our curiosity. At IST, becoming a lifelong learner means being knowledgeable, an inquirer and a thinker.

IST AIMS

- Our responsibility is to prepare students for their futures. Teachers do their best to equip students with the tools to succeed in all areas of life: academically, socially, emotionally, and morally, to name a few.
- As change is inevitable in the world we live in, IST tirelessly works toward staying ahead of the change. We dedicate ourselves to ensuring that the curriculum, teaching methods, and infrastructure are keeping up with, and surpassing, the standards of other highly competitive educational institutions.

IB POLICIES

- IST has numerous policies that cover a broad range of topics. All these policies can be found on the IST homepage. The drop down heading About IST, you will find documents and policies. School Documents & Policies - International School of Tallinn (ist.ee)

ADMISSION REQUIREMENTS

PYP

- The child has achieved the minimum required age at least by 31st August of the academic year concerned.
- The application has been submitted with the required documents.
- Results of the Family Interview and the Trial Day have been assessed as sufficient.
- Availability of places in a specific class.

MYP

- Admission tests are conducted in Math and English subjects (compliance with satisfactory level: at least 50% of test results).
- A small interaction with the coordinators to gauge the confidence and English-speaking skills of the students.
- The application has been submitted with the required documents.
- The study report has been submitted (two previous years).
- Availability of places in a specific class.

DP (External Candidates)

- The application has been submitted with the required documents.
- Admission tests are conducted in Math, English and Science subjects (compliance with satisfactory level: at least 50% of test results).
- Results of the admission tests (in English, Math, Science) are administered, the learning outcomes acquired in a previous educational institution and an interview have been assessed sufficiently.
- A small interaction with the coordinators, the English teacher, to gauge the confidence and English-speaking skills of the students as well as the Math teacher to evaluate their level of Math knowledge.
- Reports from their previous school with the last two academic years.
- There must be an available space in the requested Grade level.
- Students wishing to join IST at the start of 12th grade, DP 2, the child needed to have studied the same subjects we offered to our former DP 1 students.

DP (Internal Candidates)

- Passed the IB MYP Personal project.
- Successfully completed the school's service and action requirements holding a quality acceptable to the SA and MYP Coordinator.

- Positive feedback in the study reports from the HRT and the subject teachers.
- To ensure access to an IB Diploma higher level course, a student must have studied the subject in MYP 5 and gained at least an end-of-year level 5 or equivalent.
- To ensure access to an IB Diploma standard level course, a student must have gained at least an end-of-year MYP level 4 or equivalent in the last year that he/she studied the subject.
- Should score 50% in English and Math entrance test to ensure access to an IB Diploma standard level course.
- Should score 60% in English and Math entrance test to ensure access to an IB Diploma higher level course.

STRUCTURE OF STUDIES

IST is a fully accredited IB school, offering education to students in EYP, PYP, MYP and DP programs. Our EYP students are aged between 3-6, separated by age into at least two classes; PYP program consists of Grades 1-5 (PYP1-5), MYP program of Grades 6-10 (MYP1-5) and DP program of Grades 11 and 12 (DP1-2).

IB Program year level	Grade level
EYP	Preschool
PYP1	Grade 1
PYP2	Grade 2
PYP3	Grade 3
PYP4	Grade 4
PYP5	Grade 5
MYP1	Grade 6
MYP2	Grade 7
MYP3	Grade 8
MYP4	Grade 9
MYP5	Grade 10
DP1	Grade 11
DP2	Grade 12

SUBJECT LESSONS	Preschool		PYP					MYP					DP*	
	3-4 yrs	5-6 yrs	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	(Grade 12)**
English Language and Literature			5	5	5	5	5	5	5	5	5	5	6	6
ESL*** (English Support)														
Estonian (host country)			2	2	2	2	2	2	2	2	2	2		
Foreign language (FR, GE, SP, RU)			3	3	3	3	3	3	3	3	3	3	4 (6)	4 (6)
Mathematics			5	5	5	5	5	5	5	5	5	5	4 (6)	4 (6)
Sciences (Integrated)			1	1	1	2	3	4	5	5				
Biology											2	2	4	4
Chemistry											2	2		
Physics											2	2	4	4
IT (Computer Science)			<i>(Incorporated into Homeroom/POI)****</i>					1	1	1	1	1		
Individuals & Societies			1	1	2	2	2	3	3	4				
History											2	2	4 (6)	4 (6)
Geography											2	2		
Business (<i>Entrepreneurship</i>)			<i>(Incorporated into Homeroom/POI)****</i>					1	1	1	1	1	(4) 6	(4) 6
Music			2	2	2	2	2	1	1	1	1	1		
Arts			1	1	1	1	1	2	2	2	2	2		
Design (Craft)			2	2	2	2	2	2	2	2	2	2		
Physical Education			3	3	3	3	3	2	2	2	2	2		
MYP Personal Project												1		
DP TOK (<i>Theory of Knowledge</i>)													3	3
TOTAL			25	25	26	27	28	31	32	33	34	35	33	33

* This reflects a preliminary selection of the DP subjects. The actual range/list of subjects offered depends directly on demand by the students (Standard Level/SL for 4 hours, Higher Level/HL for 6 hours).

** Grade 12 (DP2) will be opened for the 2023/2024 school year.

*** ESL lessons are provided 3 hours weekly in small groups for English beginners.

DAILY SCHEDULE AND TIMETABLE

The lesson schedule for PYP and MYP is as follows:

- 1st lesson: 9:00 a.m. – 9:45 a.m.
- 2nd lesson: 9:50 a.m. – 10:35 a.m.
- 3rd lesson: 10:45 a.m. – 11:30 a.m.
- Lunch break: 11:30 a.m. – 12:00 p.m.
- Outdoor break: 12:00 p.m. – 12:30 p.m.
- 4th lesson: 12:30 p.m. – 1:15 p.m.
- 5th lesson: 1:20 p.m. – 2:05 p.m.
- 6th lesson: 2:15 p.m. – 3:00 p.m.
- 7th lesson: 3:05 p.m. – 3:50 p.m.

The lesson schedule for DP is as follows:

- 1st lesson: 8:00 a.m. – 8:40 a.m.
- 2nd lesson: 8:40 a.m. – 9:20 a.m.
- 3rd lesson: 9:30 a.m. – 10:10 a.m.
- 4th lesson: 10:10 a.m. – 10:50 a.m.
- 5th lesson: 10:50 a.m. – 11:30 a.m.
- Lunch break: 11:30 a.m. – 12:00 p.m.
- Outdoor break: 12:00 p.m. – 12:30 p.m.
- 6th lesson: 12:30 p.m. – 13:10 p.m.
- 7th lesson: 13:20 p.m. – 14:00 p.m.
- 8th lesson: 14:00 p.m. – 14:40 p.m.
- 9th lesson: 14:50 p.m. – 15:30 p.m.
- 10th lesson: 15:30 p.m. – 16:10 p.m.

Timetable can be found on the IST webpage.

IB PROGRAMS

PYP

The Primary Years Programme (PYP) is a transdisciplinary framework with an inquiry driven approach to teaching and learning, with an emphasis on cultural awareness and global citizenship. The PYP is built around six Units of Inquiry for students aged 3 to 12, each lasting 5-6 weeks. These Units are transdisciplinary, this innovative approach enables students to learn across a variety of subjects, under one theme and develops conceptual understanding. This means that where there are authentic links subjects are planned and taught by cross-curricula means. There is a collaborative approach to planning, where subject leaders work together making links across curriculum areas, ensuring each unit is creative, challenging and inspiring to students.

The Program of Inquiry (POI) serves as a framework for the curriculum and illustrates the major concepts that students will be exploring. [LINK](#) to **POI**.

In addition to the POI there are also Scope and Sequence documents that show subject standards that are taught in each subject discipline. These standards are vertically aligned to ensure growth across Grade levels. At the end of the IB programme in PYP5 the students take part in a culminating project called 'The Exhibition'. This is an opportunity for students to showcase their learning and demonstrate the skills they have acquired from learning in the PYP. [LINK](#) to **PYP handbook**.

MYP

The International Baccalaureate Middle Years Programme (MYP) is specially designed for the unique needs of children ages eleven to sixteen, at a time when they need to develop exceptional learning habits, self-confidence and a thorough understanding of their academic subjects. In the MYP, learning is centred around understanding concepts through using Global Contexts.

Students follow courses in the **eight subject groups** of: Language A (English); Language B (Russian, Spanish, French and German); Mathematics; Sciences (Combination of Physics, Chemistry and Biology), Individuals and Societies (Combination of History, Geography), Design; the Arts (Visual Art, Music) and Physical Education. This curriculum typically equates to at least 50 hours of instruction in all the subject group disciplines each year. In addition to taking the required core courses, students also participate in an annual interdisciplinary unit that combines work from two different subject areas. Students develop skills needed to be successful learners within and beyond the classroom.

Service as Action is an important element of the MYP. It is an essential component that allows students to extend their learning beyond the classroom walls and into the community. In the final year of the MYP programme (MYP5), students are required to complete a **Personal Project**. In this

independent project, the students demonstrate and integrate all they have learned throughout their years in secondary school with the support of a supervisor.

In addition, the IB MYP completely bridges the gap between the Primary years programme (1-5) and the Diploma programme (11&12). MYP is a framework provided by the IB but IST has gone backward by design to develop the many elements of the IB MYP that are common to the skills required by the Diploma and developed in the PYP. [Link](#) to MYP Handbook

DP

The International Baccalaureate Diploma Programme (IBDP), Is a rigorous 2-year program, (Grade 11 and 12) with students sitting final exams at the end of the two years in May. There are 6 subject groups in the IBDP, and students choose one course from each of the subject groups. There is also the option to study an additional Sciences, Individuals and Societies, Language or Language Acquisition course instead of a course in The Arts.

The IBDP is divided into levels, with each student required to take at least 3 (but not more than 4) subjects at Higher Level (HL), and the remaining at Standard Level (SL). HL and SL courses differ in scope, but subjects are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding, and skills at a higher level.

Aside from the subject groups, the IBDP has 3 compulsory core elements: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Action, Service (CAS). Theory of Knowledge asks students to reflect on the nature of knowledge, and on how we know what we claim to know. It is assessed through an oral presentation and a 1,600-word essay. The Extended Essay is an independent piece of study that culminates with a 4,000-word paper. Finally, CAS requires students to get involved with creative, physical, and charitable/voluntary activities.

[LINK](#) to DP handbook.

Promotion criteria

PYP- In the PYP students are automatically promoted to the next grade level at the end of the academic year. If a student is younger than IST age level criteria and they are not reaching Grade level expectations, then they might be asked to repeat the Grade to ensure they are learning with their peers.

MYP- In MYP based on the achievement levels from the four assessment criteria, the holistic grade is determined as a number out of 32 from which a grade from 1-7 is derived, with 1 as the lowest and 7 being the highest possible grade. The students get a formal report card four times in a year. Two are interim reports and the other two are term end reports. The students need to score level 3 and above in at least six subjects in the final exam. If they get a grade less than 3 in at least two

subjects, then the teachers council decides their promotion for the next class. If they are promoted by the teachers' council, then they get home assignments for summer to complete. The coordinator in collaboration with the subject teachers will keep a check on the completion of the task.

DP: The Grading Scale for IBDP (1 - 7) is used both for the exams students will take in 12th grade, which are externally moderated as well as each individual teacher's grade throughout the 11th and 12th grade. At the end of each semester, (January and June) students will receive a grade of 1 to 7 in each individual class they take. These grades are based on a collection of their formative and summative assessments. Each subject group has their own grade descriptors.

Languages

- **ENGLISH** is the language of instruction at IST
- **ESL-** English as a second language is a support programme for students whose English language proficiency is below grade level expectations. The purpose is to provide a boost to students in English language skills, with the goal of re-integrating the student back into the classroom
 - ESL students are identified by teacher observations shortly after admission to the school
 - PYP and MYP ESL learners have 2 to 3 lessons per week
 - English, ESL and Homeroom teachers, will evaluate the progress of students based on their observations and discussions. The reintegration into the classroom activities will occur once they have agreed that the student can access grade level expectations.
- **LANGUAGE ACQUISITION:** Additional language choices at IST include French, Russian, Spanish and German. These classes are grouped according to proficiency levels rather than Grade level based. Our current categories are beginners, intermediate and advanced.

PYP

In the PYP all four language choices are available, French, Russian, Spanish, and German, these are taught three times per week.

MYP

MYP Students have the choice to select one language from the choices offered at IST. We are offering French, Spanish, German, and Russian language from MYP 1 to MYP 3. In MYP 4 and 5 we offer French, Spanish, and German language.

Students from PYP to MYP should continue learning the same language which they have been learning in the primary years. New students to IST will get a taster week to choose the language. Once they decide the language, they need to follow the same language till MYP 5.

DP

The languages in the DP program are decided during MYP5. Students will decide either to continue with their language choice from MYP by taking the Language B course or start a new language by taking the Language AB initio course.

- **ESTONIAN** as a host country language is taught from Grades 1-10, twice per week. These classes are grouped according to proficiency levels rather than Grade level based. Our current categories are beginners, intermediate and advanced/native speakers.

ASSESSMENT

- **PYP** - Assessment in the PYP is non numerical and has assessment descriptors which identifies where the student is in their own learning journey. The students are assessed on their knowledge, conceptual understanding, and skills. These are the Assessment Descriptors. (LINK to Assessment Policy)
- **MYP** - Assessments in the MYP are criterion based. MYP assessments are driven by achievement levels and grade boundaries. Student performance and achievement levels are evaluated against specific qualitative descriptors and criteria. This is then aligned to the 'best-fit' approach for all assessments taken in each subject group which in turn lends itself to a well-defined boundary guideline and finally an IB-defined scale of 1-7. The assessment criteria for each subject group represents the use of knowledge, understanding and skills that are being rolled out in the class.
- **DP** - assessment is more thoroughly described in the DP Assessment Policy.

VERTICAL AND HORIZONTAL ALIGNMENT

- A programme that builds students' inquiring mindset, fosters their desire to learn, and prepares them to excel at their careers and lead meaningful lives. This is fostered through five categories of skills we try to develop in our students. They include
 - thinking skills, including areas such as critical thinking, creative thinking, and ethical thinking
 - research skills, including skills such as comparing, contrasting, validating, and prioritizing information

- communication skills, including skills such as written and oral communication, effective listening, and formulating arguments
- social skills, including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
- self-management skills, including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.
- **PYP:** Vertical and horizontal alignment in the POI and scope and sequence documents ensure that content is not repeated within a year or across grades. Repeated content only occurs to build on previous knowledge and pre-assess the understanding of students. Horizontal and vertical alignment is also reinforced by Collaborative Planning and Reflection meetings that take place once in a Unit. In these meetings all PYP teachers gather to collaborate on planning and next steps in learning. A recent addition to our school development is the IT Scope and sequence document in the PYP. These standards are taught across the year in the Unit of Inquiry lessons. In addition, Entrepreneurship has been introduced whereby teachers incorporate elements of this subject discipline into their Units of Inquiry and Maths Workshop sessions. ATL skills and Learner Profile attributes have been aligned and mapped across the six Units of Inquiry and can be seen represented on the POI.
- **MYP:** Vertical and horizontal alignment is a part of MYP process. At the beginning of the year MYP teachers meet PYP teachers to understand the course material taught. MYP teachers meet department wise to collaborate with DP teachers for backward planning. Vertical and horizontal alignment is done for interdisciplinary unit studies. Teachers collaborate to create subject group overview: this overview gives vertical and horizontal alignment of the complete middle years programme including the skills taught in each of the grades. ATL skills are planned by the teachers and progression of the skills are done as per the grade level.
- **DP:** Vertical articulation ensures that what students learn from one year to the next takes form as a coherent and logical process that maximally supports student understanding and progression. Vertical articulation requires that teachers collaborate to align their course material across grade levels for the primary benefit of students. In the DP the curriculum is very structured, reducing the amount of vertical alignment from 11th grade to 12th grade. Most of the vertical alignment is focused on creating a greater degree of synergy between the MYP and DP, to ensure students are properly prepared for the rigors of the DP program. Horizontal alignment in the DP takes place through collaboration between the subject department.

THE LEARNING METHODS

Learning Methods in the IB take many forms and the focus is on creating valuable learning experiences. The students in the Early Years will have a combination of activities including various

forms of play. Throughout the other Grades in the school students will experience many different learning methods, including independent work, Group work, Presentations, Research projects, Essays, Conducting Interviews, Extended writing, Quizzes, Debates, Simulations and Reflections. Students participate in project-based learning which can be for a short term or for a long period of time. Lots of hands-on experiments and activities are given for students to understand the concepts. Stem education opportunities are also provided in some of the higher classes and in lower grades on a smaller scale. Students create 3 D models to express their ideas and expression in the art subject. In Math many real-life applications activities are conducted which prepares students for the challenges in the real world.

LEARNING CONCEPTS

- A concept-driven, inquiry-based education, like the IB programmes, centres on learners. The IB programmes promote open communication based on understanding and respect and encourage students to become active, compassionate, lifelong learners. This type of education is implemented in the classrooms through
 - Inquiry. A strong emphasis is placed on students finding their own information and constructing their own understandings.
 - Conceptual understanding. Concepts are explored in order to both deepen disciplinary understanding and to help students make connections and transfer learning to new contexts.
 - Connecting learning to local and global contexts. Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.

STUDY REPORTS

- **PYP:** Study Reports are generated and shared with families twice a year in the PYP programme, these are accessible through our online system Toddle. In these reports all subject teachers input comments and assessment descriptors based on the achievements of the students.
- **MYP:** In MYP study reports are generated four times in a year. The first report is interim reports which checks the progress of the students in the first two month and the second report is generated in the month of January. The third report, which is the second interim report, is generated in the month of April and the final report is generated in the month of June.

These reports are accessible through our online system Toddle. These reports include the grades and comments of the subject teachers, comments of homeroom teachers, ATL expectations and Interdisciplinary grades too.

- **DP:** Progress Reports are generated and shared with families at least twice a year in the DP programme, once in October and once in February. For DP 1 students (11th grade) we ask all subject teachers to provide some input on student progress at the end of September. This is the first month into the DP program and we like to identify any issues we might be seeing early on. These are accessible through our online system Toddle and through parent emails if necessary. In these reports all subject teachers input comments and assessment descriptors based on the achievements of the students.

STUDENT PORTFOLIO/JOURNAL

PYP students from Early Years to Grade 5 have a student Portfolio, this is a collection of student work and experiences that inform teaching and learning. The Portfolio is a journal of experiences that the students have had during their learning journey in the PYP. Teachers record these student works and reflections by tagging them through the journal feature on our online platform, Toddle. As the IT skills of PYP students develop then they can also take ownership of their Journal entries and upload evidence by themselves.

MYP Students from MYP1 to MYP5 have their reflections from the previous years. Teachers record these student works and reflections by tagging them through the journal feature on our online platform, Toddle. Students also record their service as action reflections along with the evidence in the Service as action section.

PARENT-TEACHER-STUDENT CONFERENCES

PYP

Conferences run three times in the school year. The first one takes place in November between Parents and Homeroom Teachers; this is an opportunity for parents to receive information about the progress of their child. The second Conference takes place in February, where Parents/ Teachers and the student meet to discuss the progress made in all subjects, set targets, and make agreements. The final conference takes place in April, this involves the three stakeholders again Parents/Teachers/Student. This final conference is student-led, it is an opportunity for the student to reflect on their learning journey and share their reflections with their parents under the guidance of the classroom teacher.

MYP

Conferences are happening three times in the school year. Parents meet subject teachers and the homeroom teachers. Teachers are seated as per the subject department. The first conference is in the month of November, and this gives insights to the parents about the progress of their students.

For MYP 1-5 the first conference is Parent teacher conferences where teachers give insights to the parents about the progress, concerns, of their children and students also attend the conference with their parents.

The second conference is in the month of February where Parents teacher and students meet to discuss the progress and make agreements for their development. From MYP 1-3, the second conference is Parent Teacher Student conference but for MYP 4-5 the conference is Student Led conference, Student takes the lead for this conference.

The third conference for all the MYP Grades is in the final conference is student-led, it is an opportunity for the student to reflect on their learning journey and share their reflections with their parents under the guidance of all the subject teachers.

DP

Conferences will be held twice per year in the DP program. Parents along with their child will meet with subject teachers to discuss any concerns, issues, or any other feedback that is deemed necessary, such as agreements for their development. The first conference is in the month of November, and this gives insights to the parents about the progress of their child.

The second conference will take place in the month of February. This conference is to focus on if any of the concerns and or agreements have been met and to finalize a plan for ending DP 1 on a positive note. If any major concerns are still present these will be discussed, and a plan will be made to allow the students passing into DP2.

QUALITY CONTROL.

Teachers: To maintain high quality teaching standards at IST, we have several systems in place. IB Coordinators have an **evaluation system document** where they monitor the Unit planners of all teachers across their subject areas. Coordinators check Unit planners for content and differentiation as well as quality and creativity. The evaluation document allows members of management to receive a quick overview of how teachers are handling their administration tasks.

Lesson Observations are an integral part of quality control in the school. Observations are held throughout the academic year by programme coordinators, then feedback is provided. At this time agreements are made if additional training is required to support teachers in providing the highest quality in their classes.

Peer Observations can be used to allow teachers to gain access to a variety of teaching strategies and ideas that can then be implemented into their own class teaching.

Students: We have **MAP testing** for the students to understand their knowledge and skills in Mathematics and English. MAP testing is done for students from PYP 4 till DP 1. They are tested

on their knowledge and skills in English and Mathematics. MAP is a norm-referenced measure of student growth over time. The teachers discuss the progress with the students, parents and teachers design the lesson catering to the needs of the learners. The MAP reports will provide teachers with additional knowledge of where a student's strengths are and if additional support is needed in any specific area. Teachers will use this information to help guide instruction in the classroom and create flexible groupings to better differentiate lessons based on content. MAP tests are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels.

We have a software called **Turnitin**, which will be merged with Toddle in future. The students turn in their assignment in the Toddle, and it is automatically checked by the system. The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Daily assignments such as summative tests, formative tests, reflections are also a type of quality control for the teacher to understand the teaching learning process and take further actions accordingly.

STUDENT SUPPORT

Student support in IST is in place to support students who have educational support need in the following areas:

developmental delay/disability

learning difficulties

behavioural issues (social/emotional)

health or wellbeing issues

disengagement/non-attendance issues

communication difficulties.

Support we offer:

- **Behaviour support and dealing with bullying.** The subject teachers and homeroom teacher are the first people to deal with behaviour bullying issues. These are also recorded on Toddle. The next step is a meeting between the student and the program coordinator or SEN coordinator to mutually agree on support measures and the next steps. If the behaviour does not improve a meeting with the deputy director or a director will follow. Parents might be included. IST will join an anti-bullying program KIVA by Autumn 2023.
- **Psychologist and counselling.** The school psychologist/counsellor is available to speak to students about any social, emotional, or behavioural challenge they might be experiencing during the course of their academic studies. The school counsellor makes recommendations on healthy lifestyle habits, encourages positive perspectives of self, and works to develop a school culture that is supportive, helpful, and caring.

- **Learning support** at IST includes resources, strategies, and practices that provide social, emotional, and intellectual support. These are intended to allow our students an equitable opportunity for independence and success during school by addressing barriers to learning and encouraging engagement during the course of studies. Teachers differentiate the work according to the needs of the students and this can be seen in unit planners, materials, tests, etc. In PYP Grade 4 and 5 Mathematics lessons take place at the same time and the students are split into two groups based on their level. The same practice is used in most language acquisition classes: students are merged by grades and then split by language phases. Subject teachers offer weekly consultation hours based on students' individual needs. Parent-teacher-student conferences help the students to reflect on their learning, hear feedback from teachers and include an input from the parents. Both preschool classes have a teaching assistant. Grades with the most students (24) and grades with students who have behaviour difficulties also benefit from a teaching assistant or a support teacher in some of the lessons.
- **Special Education Needs.** IST believes that students have the right to be provided with the proper support and environment necessary for them to achieve their greatest personal potential. IST provides students, teachers, and parents with a special education needs coordinator, to provide assessment, intervention, and evaluation services. The school's aim is to provide an inclusive environment that balances school resources with individual student needs. IEP (individualised education program)/ILP (individual learning plan) is written, when needed.
- **ESL (English as a Second Language) support.** IST welcomes students from different regions of the world to infuse our school culture with diverse social and academic perspectives. Our school uses the dynamic indicators of basic early literacy skills to collect information regarding student phonemic segmentation fluency, nonsense word fluency, oral reading fluency, reading comprehension, and word reading fluency. This information is used to determine what, if any, ESL supports, or early literacy training supports the student may need during the school year. We offer ESL lessons in small groups to Grade 1-10 students three days a week. For DP program students we offer extra English support lessons to enhance their academic writing skills.
- **Other support.** Homeroom teachers and/or subject teachers support students during morning homeroom time where they discuss ATL skills, problems that students face in their lives or at school.

More details can be found in the [Inclusion Policy](#).

FIELD TRIPS AND CLASS EVENTS

Field trip is an off-site group learning activity, linked to a current unit topic, led by a teacher or staff member who supervises the group. Teachers announce the field trip on Toddle at least 2 weeks before (1 week in some rare cases), collect money from the parents and organise a bus (if needed) through the PR manager. Organising teacher makes sure there are enough adults present throughout the trip. Parents can be invited along to help as supervisors. At the beginning of the school year parents give permission for the student to attend field trips. Teachers must conduct/document predeparture risk assessment and post departure reflection.

Class events are held in school or in the surrounding area for the students to get to know each other, to create bonds and to collaborate outside of study activities. Class events can include celebrating a birthday, back to school event, class disco, class night, sleepover at school, picnic, end of the school year party, etc.

STUDENT LIFE

- School organises several **events** during the school year, and these can be found on the events calendar. PR manager, teachers (especially SA and CAS) and students are involved in preparing and carrying out events. Several community events are organised together with businesses and organisations in the local area, also including parents as much and as often as possible.
- **Morning assemblies** take place once a week alternating between PYP and MYP students. These can be sharing assemblies, student led, or teacher led assemblies and sometimes guest speakers are invited.

The aim of PYP assemblies is to gather as a community and share learning experiences. During these assemblies we celebrate the students who have received the WOW wall certificate, as well as singing songs together.

The aim of MYP assemblies is to develop a culture of unity and oneness among the students and teachers. These are precious moments to gather and engage in an act of community as a school to think about and discuss a range of topics and issues. Various experiences are shared by students and there are always lessons to be learned.

Topics that will be covered during teacher-led assemblies: guest speakers include healthy eating, stranger danger, online safety, anti-bullying, and friendship. In MYP all the above and in addition career choices and sex education.

- The **Student Council** is elected at the beginning of the school year. Students express their wish to run for the presidency, create campaign materials and campaign for a few days. The elections are then held and all the MYP and the DP students have one vote each. The president of the student council is then elected, and the runner up is appointed as the vice

president. The president and/or the vice president will automatically be a class representative of their respective grades. The other class representatives will be chosen by the students in each class. The aims of the student council are to develop leadership and cooperation skills, to help to build school spirit by encouraging students to participate in school activities, to provide an environment for students to discuss student opinions. The school council meeting minutes are taken and kept in a shared folder.

SCHOOL RULES AND BEHAVIOR POLICY

- **IST school rules** document covers the following topics: rights and obligations of the student; obligations of the parents; obligation to attend school, absences (how to notify); student support and influence measures; praising and acknowledging students; mental and physical security, incident reporting, resolving procedures; daily schedule; learning; organising study visits and field trips; the student's items, their use and storage; notification of the assessment; break; canteen; wardrobe and locker; hygiene, health and appearance; using textbooks and books from the library; student card; use of school facilities and instruments in extra-curricular activities; behaviour and communication culture; value education practice; excluding a student from school. More information can be found in the IST School Rules document.
- **Behaviour policy** covers the following topics: bullying (including cyberbullying), minor disruptive behaviour, harassment and aggressive behaviour, vandalism of school/student property. The policy lays out the escalation steps for the school to deal with these behaviour issues. More information can be found in the Behaviour Policy.

IST DIARY AND DRESS CODE

- **IST diary** (implemented from September 2022) provides a useful tool for students (and teachers) for being better organised by writing important things down, for example timetable, homework, important deadlines. The diary comes in paper form and is handed out to each student at the start of the school year. Diary consists of email addresses of school staff members, organisational chart, IST mission and values, school holidays, daily schedule, events, how to act in case of absences, behaviour guideline, a short introduction to IB programs. Students can write down their goals for the current school year. In the week view there is one quote, space to write a schedule, homework or other notes underneath each day and top 5 accomplishments for each week. Also included in the diary is the Greek alphabet, Roman numerals, periodic table, map of Europe, some useful facts about Estonia (the host country), map of the world, flags of European countries, mathematical rules and more.

- IST has a **dress code** and a **school uniform** which create a comfortable learning environment and discipline, help to create a sense of belonging, ensure the proper student appearance, help shape the overall dress culture and prepare students for professionalism that may be expected in future employment life. School uniform items can be ordered via school. Dress code is mandatory for Grade 1-12 students. It is checked by all teachers. Appropriate clothing and measures taken for not following the dress code are listed in the IST [Dress Code Policy](#).

HEALTHY AND SAFE ENVIRONMENT

- IST **class sizes** differ from up to 18 in EYP, up to 24 in PYP and MYP, and up to 18 in DP. Language acquisition groups are a maximum of 15 students, ESL groups usually maximum of 10 students per group. The number of students in each physical classroom is also determined by the size of the room.
- **Evacuation drills** take place at least once a year. All teachers have accustomed themselves with relevant policies. After the drill there is a feedback meeting to discuss what went well and what needs to be approved.
- **Guidelines** for students while they are **using the lab**. They need to follow instructions, work carefully, act responsibly, keep areas and isles clear, and consider all chemicals dangerous. They are never allowed to eat or drink or chew on anything, work without a teacher present, run, enter the storage room, touch equipment without permission, nor use their phone without express permission. During experiments students must have hair tied up; wear closed-toed shoes, shirts and long pants; wear safety goggles for experiments; and stand up. During experiments students are never allowed to touch their face; wear clothing that is inappropriate for the lab; directly inhale chemicals; mix waste chemicals; use broken, chipped or dirty glassware.
- **Gym** is being shared with another school. As it is situated in another building next to the school, the PHE teacher gathers the students and walks them to the Gym building and back. Students are aware of the Gym rules (these are also displayed on the walls in the Gym building). Occasionally PHE lessons take place in another school's facilities a short walk away from the school. If the teacher decides to walk there another accompanying teacher or parent needs to join. If there are no extra adults, public transport is used to make the journey safer.
- During outdoor break Grades 1-4 stay in the IST **playground**. Small play area is used by preschool students and this is shared with Kalli Kalli kindergarten. Grades 5-6 can use the park opposite the school. There are several activities for students: basketball ring, swings, slackline to practice balance, benches for sitting, swings for sitting around a table. Supervising teachers are walking around in the areas to make sure students are playing in a safe and friendly manner. Grade 7 students are walking in the area or spending their break in the Gym playing sport games under the supervision of a teacher. Once a week they also

visit a local shop together where they can buy healthy snacks. Grade 8-11 students have a permission signed by their parents to leave the school building during lunch and outdoor break.

- **Mobile phones** are not allowed in the building during school hours. Grade 6 and 7 phones are collected and kept in the coordinator's office until the lessons end.
- Most MYP students have their **laptops** at school. Grade 6 and 7 students are not allowed to use laptops during wet play, so that students can interact with each other and give rest to their eyes.
- A private company is responsible for the **catering** at IST. Fresh and healthy meals are prepared on site every day. We consider the specifics of pupil's diets – every day there is a vegetarian option. Lactose free and gluten free foods can also be requested by notifying IST in advance. Milk and bread are included every day. When pork is on the menu, another protein option is available. In the canteen, the children are assisted by teachers who help keep things organised. Students and staff have lunch together. Pupils can bring their own food from home and eat it in the canteen. A microwave is available to heat up the food. Weekly menus are displayed on the school information board every Monday and are also published in the lunch section below.

RESOURCES AND FACILITIES

Students can use the resources, equipment and facilities that the school provides for educational purposes. By doing so they need to care for and appropriately treat the resources and facilities provided by the school, to repair and/or financially compensate the school for property damage.

- Currently the school is located in **two buildings**: on three floors in the main building in Keevise 2 where Grades from preschool to Grade 7 are based; Grades 8-11 are using classrooms on the second floor in Lõõtsa 8 building. The main building is shared with another school and a kindergarten. The school has good connections via tram, train and bus, also the airport is a walking distance away.
- School has a **parking lot** where parents drop off their children and where teachers can park their car.
- **Lunch** is offered daily from 11:30 – 12:00 at the school's canteen, on the fourth floor. For eating we also use the tables in the assembly hall next to the canteen.
- IST **Library** is located on the second floor and offers a variety of books in different languages and genres: fiction and nonfiction in English and Estonian. There is a selection of books in Russian, French and German to support the language studies. Our teachers are actively working to complement the selection of the library with classics and modern educational literature. IST's aim is to have a library that supports the development of children of all ages. The library is open at scheduled times and the student is assisted by a teacher or one of the librarians present at that time. The library is also actively used for teaching purposes and a weekly book club.

Books can be rented by all students and staff of the school. It is possible to rent with an Estonian ID-card or a student card given out by Valnes. The IST library has joined the Riksweb system, which connects the Estonian libraries. This makes finding a necessary book convenient from any smart device.

- The **Gym** is located in another building next to the school. It has changing rooms for girls and boys, a reception area, a big gym and an equipment room. The Gym is also used for extra-curricular activities after the school day.
- The **assembly hall** is on the fourth floor. It is used for assemblies, music lessons, eating during lunch time, for teacher's meetings and training sessions, and for some extracurricular activities.
- The **school nurse** works with all students, teachers, and parents to promote good health and well-being. The school nurse's reception is at Valukoja 7, Karl Papello Building, cabinet 232 on the 2nd floor. Appointments for IST students can be booked for Tuesdays 9.00-14.00.
- Currently IST has 2 **SEN** rooms. These are equipped with furniture and resources to work one-to-one or in a small group setting.
- Temporarily IST is using Tallinn University Science **laboratories**. Our Science room is located on the second floor in the main building and some smaller scale experiments can be conducted there as well.
- IST's **cloakroom** is located on the first floor, opposite the reception desk. The room is equipped with racks for storage of students' clothes and materials. Each child is allocated one or two pegs (depending on the grade) to hang coats and jackets, plus some room under the seats to store shoes and on the shelves above the racks for other items. MYP and DP students are assigned a locker at the beginning of the school year, where they can store books, backpacks and other items.
- **IB books and materials** are ordered by or through the library. Teachers can borrow the IB books from the library and keep it in their classroom or in the teachers' room.
- IST collaborates with other partners, such as the National Library of Estonia who offer workshops to find out how to best use the library and its resources. It is also possible to borrow books from them. The Tallinn Central Library offers free audiobooks and digital books; they also have a foreign language branch.

SCHOOL INFORMATION SYSTEM (SIS)

IST uses **Toddle** as its school information system, and it is being implemented as its main communications platform; it contains the curriculum, facilitates access, and participation of teaching, and learning.

IT AND DIGITAL RESOURCES

IST maintains a **BYOD** (*Bring Your Own Device*) policy for students of MYP 1 and up.

- Keevise 2 - Two charging trolleys are available to students and teachers, which are filled with 16 Windows laptops, 15 MacBooks, and 18 iPad.
- Lõõtsa 8 - 6 Windows laptops.

Classrooms

Every classroom is equipped with a projector (with/without speakers) and sets of speakers are available at both buildings for teacher and student use.

Google Apps For Education (GAfE)

Our school uses Google Apps for Education as its main platform for email communication, Single-Sign-On for Toddle, and as its office suite.

Raz Kids Reading

This is an online reading resource used by students in PYP. This resource provides students access to thousands of levelled reading books which monitors their personal growth.

Exam.net

We provide admission opportunities to different countries from the global world. We use exam.net platform for our online testing for the admissions. Students are tested on two subjects: English and Mathematics.

TurnItIn

This is our school's academic honesty (Plagiarism Checker) that is integrated into Toddle at the API level.

School Information System (SIS)

IST uses **Toddle** as its school information system, and it is being implemented as its main communications platform, it contains the curriculum, facilitates access, and participation teaching, and learning.

IT INFRASTRUCTURE

- Keevise 2 - Ubiquiti's 'high-end commercial solution' shared between IST, Emili Kool, and KalliKalli Lasteaed. (Our school has no administrative access to the system, and this is governed by an external party called Salalux.)
- Lõõtsa 8 - Corporate Aruba solution governed by IST with full granular control.

AFTER CARE AND EXTRA CURRICULAR ACTIVITIES

- IST offers **aftercare services** on school days, from 14:05 to 17:00. Aftercare teachers plan daily activities to ensure kids keep active and develop different sets of skills during those hours. The range of activities include painting, drawing, collage, working with clay, animation, playing educational games and energy/movement games, among others.
A day in aftercare looks like this:
14:05 – 14:45 – A structured indoor activity
14:45 – 15:15 – Afternoon snack
15:15 – 16:00 – Outdoor play time (weather permitting)
16:00 – 17:00 – Playful indoor activity
- IST offers **extra-curricular activities** in a variety of categories: sports, music and arts, languages, and technology. In these lessons, students can explore and discover new interests under the guidance of experienced instructors. All activities are allocated from Monday to Friday between 14:05 and 17:00. The current schedule can be found [here](#).
- Attendance is taken in aftercare and in the extra-curricular clubs. Aftercare is organised by, and the teachers supervised by the deputy director. Extra-curricular activities timetable, classrooms are organised and supervised by the PR and event manager.

COMMUNICATION AND COLLABORATION WITH FAMILIES

- Throughout the year communication with parents mainly happens in **Toddle**, where parents pass on the information about their child to the teachers and vice versa. Through the learning platform teachers can also share important information and notices with parents: upcoming events, field trips, temporary changes in schedule (in case students need to bring in PE clothes on a different day), etc. Parents need to communicate their child's absence via Toddle.
- School communicates with parents also via **email**, sending out important notices, information about any changes, and homeroom teachers send emails to class parents regarding academics and class-related activities. This is also a way parents can contact the school; in case they have any concerns or questions.
- Great tool for communicating with parents is a **newsletter** sent out via email once a month by the PR and event manager. Parents can read and see photos about events that have taken place, there is information about upcoming events and some study-related information. The newsletter is a few pages long, but it includes links to IST webpage or Google documents for further reading.
- At the beginning of the school year the meet the teacher night is organised where **parents meet** with the homeroom teachers and subject teachers and with each other. Parent class representatives are chosen and teachers introduce the upcoming school year and themselves.

- Three times a year parent-teacher-student **conferences** take place. Teachers give feedback about the student; the student shows their best works and reflects on their learning. Parents can express their views and ask questions.
- Sometimes **online meetings** or **webinars** for parents are organised via Google Meet, for example to introduce the learning platform Toddle or IST IB programs.
- For **social media** presence IST uses Facebook, LinkedIn and Instagram.
- If the homeroom teacher agrees and parents express their wish a class Facebook or WhatsApp group can be set up to share information and photos.
- Parents are welcome to request and book a meeting with teachers, coordinators, deputy director and the director.
- The first point of contact is the IST receptionist whose desk is situated close to the entrance door and who can direct parents and school guests to the right place and answer their questions.
- EYP and PYP parents communicate with each other after the school day when they come to pick up their children.
- At times parents are invited to school at the end of the unit when students can showcase their projects and share the learning and/or results. Parents are occasionally invited to attend assemblies as guests or a guest speaker.
- Parents also collaborate during **school events** by attending the event or helping to organise it (for example Christmas bazaar by baking and making items for sale, winter concert, PYP exhibition, MYP exhibition, IST talent show).
- **Feedback questionnaire** from parents and students each spring.
- Parents are welcome to **visit lessons** on request by agreeing on the time of observing the lesson with the teacher in advance.
- More details can be found in the [IST Communication Policy](#).

INFORMING AND COUNSELLING

- IST ensures that the student and parents **receive information** about the student's **development** and coping at school and ensures the availability of information about how learning is organised and about educational activities. The student and parent receive feedback on the development of the student and how they cope at school through Toddle, in conversations with the homeroom teacher and subject teachers, and from student's study reports.
- The homeroom teachers or subject teachers monitor the student's progress and coping at school and, if necessary, **adapt** teaching activities according to the needs of the student.
- In IST, informing and counselling students and their parents is supported by open communication between the school and home, an inclusive school culture, and flexible administration support.

Students and their parents are informed and advised as follows:

- **Informing parents** about the organisation of studies and education: an individual conversation with families before enrolment, via the school homepage, during 'meet the teachers night' and parent-teacher conferences three times a year.
- **Pedagogical tutoring** outside lessons is recommended to students, who experience a temporary gap in achieving the expected learning outcomes: in agreement of the student and the parent with the teacher.
- **Differentiated studies:** selection of methods and learning topics according to the student's abilities and their further educational plans.
- Advising **parents on supporting** the child's development and learning at home: an individual conversation with the family.
- Informing the students and parents about opportunities for **further education:** communication of relevant information received from outside the school to students and parents; individual development conversations.
- **Career studies and counselling:** to integrate career study related projects with Business Studies.

CAREER SERVICES

- **Career studies** support students in assessing their personality traits, capabilities, and actual possibilities. Career studies help the student associate their expectations towards their careers with real-life working environments.
- IST's **Career Counsellor** (currently DP Coordinator) plans and implements an overall programme of the counselling for DP students (including the content, activities, timeline, responsibility areas of the stakeholders, collaboration with the school psychologist, management, DP program teachers, and cooperates with the Eesti Töötukassa Career Counselling).
- Career Counsellor works with students to **overcome issues** that could undermine their academic or career success and increases their self-awareness by conducting/organising workshops, trainings, and psychological tests.

APPEALS/COMPLAINTS

- Students who have complaints about grades or any other academic issues should contact the subject teacher or their homeroom teacher. If the issue is not resolved or the student still does not agree with the teacher, they can make a complaint to the IB coordinator.
- Parents/guardians who have questions or concerns about specific classroom activities, curriculum, teaching, student behaviour, or their child's learning progress, should contact their child's teachers directly through the official channels.
- The first contact should be directly with the homeroom or subject teacher for classroom-related matters. Parents should communicate with teachers and staff via school email, and not through private emails. In case the concerns are not resolved, the next contact should be with the IB coordinator and/or the deputy director, depending on the nature of the situation.
- For socio-emotional support and/or special needs related issues, students and parents are expected to contact the school counsellor or SEN coordinator.

- For child protection related issues, community members should contact their teacher, school counsellor, IB coordinator or the deputy director.
- For non-academic concerns (transportation, canteen, etc.) students and parents should contact the administrator or the office manager.
- Complaints related to aftercare should be communicated to the deputy director.
- Complaints related to extracurricular activities and school events should be communicated to the PR and events manager.
- The Director is available to discuss questions related to the overall teaching and learning process as well as general aspects and school funding, security issues, infrastructure, and school policies once the parent has first spoken to the IB coordinator or deputy director.
- Matters related to school policy or appeals related to the implementation of school policy can only be considered by the School Management at a documented official meeting.
- Students and parents agree not to raise issues or matters of personal concern, or to denigrate the school, its staff members, or other members of the IST community in public groups or forums. Everyone is expected to make use of the communication channels mentioned above to assist in creating a positive school climate.