

# PYP HANDBOOK 2020 - 2021



**LADY ANDAL SCHOOL**

*(An IB PYP Candidate School)*

*'Shenstone Park', 7, Harrington Road, Chetpet, Chennai - 600031*



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**CORE VALUES**

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# CORE VALUES



# OUR VISION

Lady Andal School aims to:

- Create a happy atmosphere for the child.
- Focus on all round development of the child with emphasis on individual academic excellence.
- Help build general, cultural, and social skills in students.
- Stress on physical development through games and athletics.

## IB MISSION STATEMENT

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

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

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



# PYP AT A GLANCE



# INTERNATIONAL MINDEDNESS AT LADY ANDAL SCHOOL

Within the various IB programs, international-mindedness is defined by the attributes listed in the IB Learner Profile. These traits direct us to focus on the learning experiences we provide for our students throughout the curriculum. In order to achieve this, we offer a curriculum that provides opportunities for learning about issues that have personal, local and global significance.

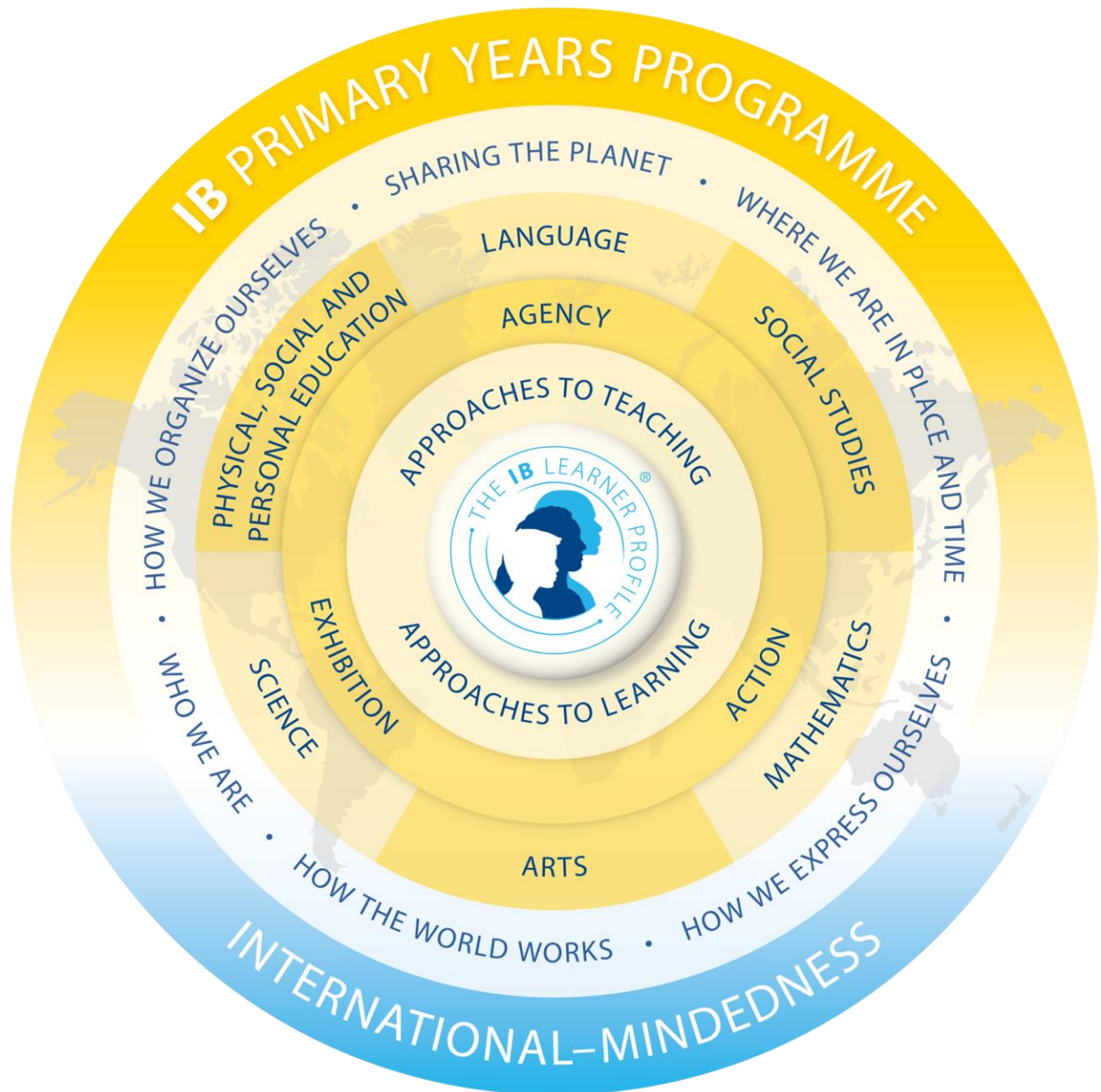
This begins with fostering an understanding of culture and personal cultural identities. This exploration enables learners to develop an awareness of different cultural perspectives and appreciate the commonality of human experiences. In doing so, we further develop the concept of global perspective so that, through intercultural understanding and respect, our students understand that other people, with their differences, can also be right. This is particularly relevant in our world today, which is entangled in conflicts based on cultural, religious, economic and political differences. As a community of learners, we strive to offer an inclusive ethos which values and reflects the diversity of cultures and perspectives within our school community.

At Lady Andal School, we understand that language is an essential element of culture and the exposure to multiple languages from the elementary years serves as a tool to overcome cultural barriers. In addition, we encourage families to continually support their child's mother tongue development at home through discussion, literature and media since it plays an important role in developing and affirming the student's personality and identity.

Our school fosters students towards international-mindedness and global citizenship through a commitment to service learning. This helps students develop empathy with the human condition and steers students away from a path of economic superiority and elitism. Such targeted and relevant engagements with the community leads to critical awareness and analytical discourse in all spheres of their educational pursuits.

It is through learning experiences that students can develop a sense of international-mindedness, which gives them competences to exercise influence on problems facing the world.

# THE PRIMARY YEARS PROGRAMME





## An Introduction

Lady Andal School is a candidate school\* for the International Baccalaureate (IB) Primary Years Programme and pursuing authorization as an IB World School.

IB World Schools share a common philosophy – a commitment to improve the teaching and learning of a diverse and inclusive community by delivering challenging, high quality programmes of international education that share a powerful vision.

Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

### Mission Statement from the IB

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Founded in 1968, the International Baccalaureate (IB) is a non-profit educational foundation offering four programmes of international education that develop the intellectual, personal, emotional and social skills needed in a rapidly globalizing world. The IB has a hard-earned reputation for high standards of teaching, pedagogical leadership and student achievement.

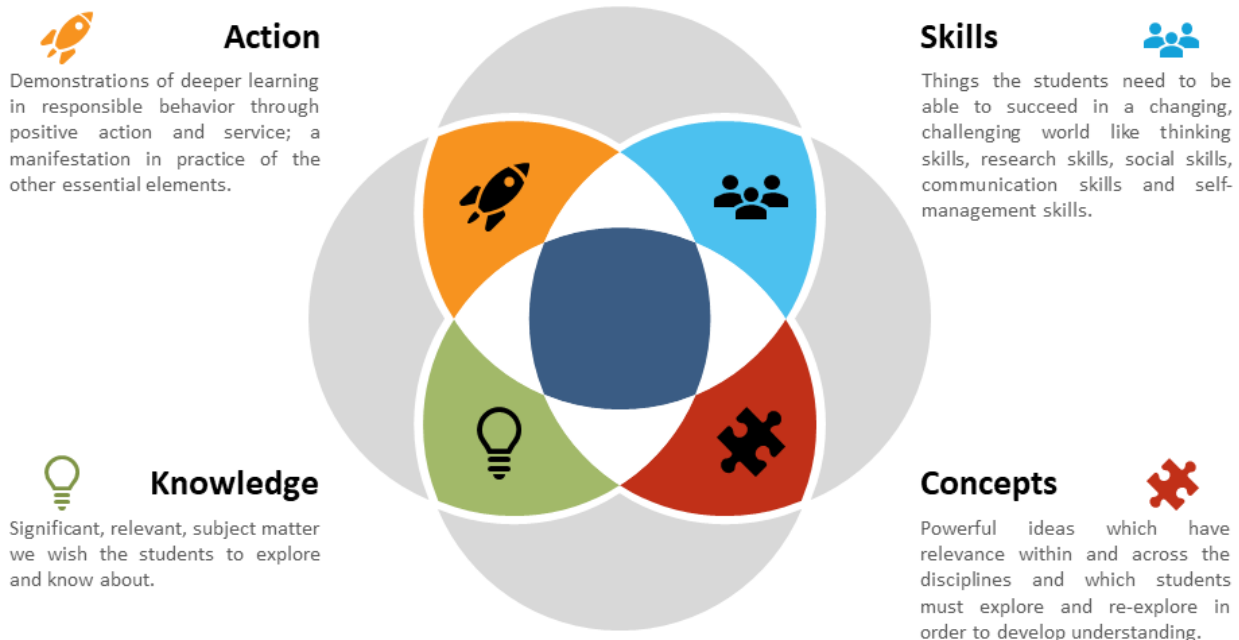
The Primary Years Programme (PYP) is designed for students aged three to twelve years. The PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The PYP is a transformative experience for the students, teachers and the whole school community. The programme at Lady Andal School is aimed for students from EYP I – PYP V.

Our curriculum focuses on connecting abstract concepts to the real world. Theoretical proficiency is scaffolded with practical exercises to gain experiential learning, and often

supplemented with reflection time for self-evaluation. Students are supported in developing 21st century skills, using a constructivist approach where students build on prior knowledge.

Such an educational approach enables students to make connections between subjects and help transfer their contextual knowledge in their day to day lives making learning fun, effective, and exciting.

The PYP strives for a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action. In terms of achieving this balance, the PYP emphasizes five components of the written, taught and assessed curriculum. These are referred to as the essential elements of the curriculum.



## Agency in the PYP

Agency is the power to take meaningful and intentional action and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community.

Whilst inquiry is a pedagogical approach, agency relates to the educational philosophy underpinning the enhanced PYP. A commitment to agency in the enhanced PYP will create a culture within the learning community where students co-construct and self-adjust their learning experiences, building self-efficacy, a greater sense of learning ownership and contributing to their social, emotional and cognitive growth.

The learning community will play a vital role in supporting and nurturing student agency in the PYP. Relationships with students will be strengthened; learning partners will listen, respect and respond while the student makes choices and adjustments, and takes ownership and risks.



## PYP Transdisciplinary Themes

While the PYP acknowledges the importance of the traditional subject areas, such as, Language, Mathematics, Science, Social Studies, PSPE and the Arts, it also recognizes that these subjects alone do not contribute to a holistic education.

At Lady Andal School, we do not compartmentalize learning by subjects, but rather explore content within the context of inquiry. Our students understand the interconnectedness of subject areas through exploring concepts, ideas, and issues of local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

The PYP is underpinned by the six transdisciplinary themes. These themes are globally significant and support the issues that have meaning for and important to, all of us.

### WHO WE ARE

An inquiry into the nature of the self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

### WHERE WE ARE IN PLACE AND TIME

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

### HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### HOW THE WORLD WORKS

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### HOW WE ORGANIZE OURSELVES

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

### SHARING THE PLANET

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



## Sustainable Development Goals

The SDGs adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. *(sustainabledevelopment.un.org)*

As part of our endeavour to make the students conscious of their living environments, we are integrating the goals with each of our unit of inquiry. The students' best interest is kept in mind while selecting the goals for them to explore. While it will make them aware about the current atmosphere around the world; these goals will also be used to encourage the students to act upon them in their own little way.

This section will also see speakers, guest lecturers, activities, forums and student led conferences to further enforce the fact that we are global citizens and we need to take action to care for our precious Earth.



# EVALUATING GOALS



# ASSESSMENT

Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching. Students actively engage in assessing and reflecting on their learning and act on feedback from peers to further their learning. Learning goals and success criteria are co-constructed and clearly communicated. In an IB PYP classroom, both learning outcomes and the learning process are assessed.

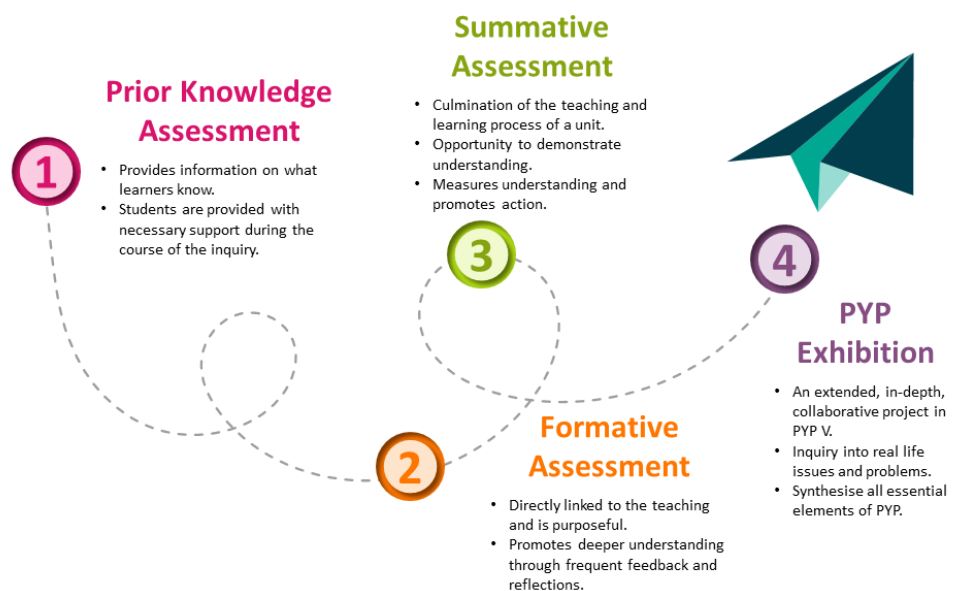
An effective assessment is authentic, clear and specific, varied, collaborative and interactive, caters to an individual's progress rather than their performance in relation to others. It provides detailed feedback for students to reflect on and move forward in their learning journey.

PYP assessments has four dimensions: monitoring, documenting, measuring, and reporting. Each dimension has its own importance and value. Assessing the students' prior knowledge and experiences as well as monitoring their achievement will enable teachers to plan and refine their teaching accordingly.

Assessment at Lady Andal School is conducted in order to:

- Build up a clear picture of the student and his or her interests
- Identify what and how the student is thinking and learning
- Assess the effectiveness of the environment on the student's learning
- Extend the student's learning.

At Lady Andal School, we promote the use of a range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress. Examples of these include anecdotal records, checklists, portfolios, continuums and rubrics. Each student will be assessed by homeroom teachers and specialist teachers.



# RECORDING

At Lady Andal School, our PYP educators use a range of methods and approaches to gather information about student learning. They record this information using a variety of tools and strategies.

## Assessment Strategies

- **Observations:** All students are observed regularly, with the teacher focusing on various aspects including whole group to individual participation. Student interactions, general classroom behavior, student responses, application of concepts and development of skills etc. are continually monitored.
- **Performance Assessments:** All assessments are goal-oriented with pre-established success criteria. Assessments provide authentic and significant challenges and real-world problems for the students to delve into. These tasks are generally open-ended and students have the choice to approach these problems in more than one way. Audio, video and narrative records are often used for this kind of assessment.
- **Process-focused assessments:** The development of student skills are observed and recorded regularly. Collation of multiple observations and synthesizing evidences from different contexts help teachers to provide continuous feedback to students. These assessments focus on the effectiveness of the research conducted, the development of skills, student behaviours in different contexts, with synthesis of evidence.
- **Selected Responses:** These assessments consist of uni-dimensional exercise. Tests and quizzes are the most familiar examples of this form of assessment.
- **Open-ended Tasks:** In these tasks, students are presented with a stimulus and asked to share their ideas and thoughts. These could be a brief written answer, diagrams, solutions etc. These tasks, along with their success criteria will be co-constructed with the students and shared in their portfolios.



# REPORTING

In the PYP, reporting on student growth and learning is an essential part of the programme. Lady Andal School adopts a variety of reporting strategies to keep the students, the teachers and the parents in loop for the holistic development of the child. Some of the reporting strategies are mentioned below:

- **Student Portfolios**

This is a personalized folder consisting of the highlights of student achievement throughout the primary school. During the year, students and teachers gather examples of work that show progression in learning in all areas. The students, parents and teachers have the opportunity to share the portfolio together at the end of each term. Such portfolios are memorable collection of every student and a great resource to track progress of the child.

- **Report Cards**

These formal documents are distributed at the end of each term, and report on student achievement and areas of growth in all subject areas. They also comment on the extent to which the student exhibits each of the learner profile attributes. The homeroom teacher crafts an individualized summary of the child's overall performance for the term.

- **Student-led Conferences**

Arranged through the homeroom teachers in the PYP, student-led conferences are a unique time for PYP students to walk their parents or guardians through what they have been learning at school, and to highlight their personal growth, challenges and achievements. Students will guide their parents or guardians through the contents of their portfolio, discussing the objectives of each included item and indicating their successes and room for growth; often, goals are set for the following term. Teachers are present, but stand apart from the conferences.

- **Parent-teacher Interactions**

These meetings between teacher and parent(s) are meant as a time to touch base, share initial classroom observations, and to collaboratively discuss goals for the year ahead. Parents are invited to meet with each teacher and bring questions and comments in preparation for the conversations. The curriculum and the child's overall performance are discussed and then revised accordingly as per mutual suggestions.

- **Toddle**

Toddle is a leading planning and reporting platform for the IB PYP. It has interlinked all elements and tasks to the IB ideology. Catering to schools globally, Toddle is an integrated (educational) management platform.

Toddle provides coordinators, teachers, students and parents with a more efficient alternative to paper forms, Word docs on shared drives, and Excel spreadsheets. Toddle's aim is to enhance efficiency in education globally. This includes providing better curriculum building tools, assessments, and visible analytics for teachers and administrators, easy access to student work, unit and class calendars and reporting from our parent and student portals, as well as customizable project-based learning and service learning tracking for students.

All Parents will receive Toddle account information once their child has been enrolled and parents can keep track of their children's academic progress online. Academic reports can be accessed by the parents on Toddle. The students can easily use Toddle for their learning engagements as well.





## INQUIRER

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others, sustaining our love of learning throughout life.



## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



## COMMUNICATORS

We express ourselves confidently and more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.



## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

# LEARNER PROFILE



# HOME LEARNING

The only formal home learning requirement for Lady Andal School primary students is reading every day, which varies by age level. This can include: the student reading to an adult, an adult reading to a student or a student reading independently (or a combination of these).

As students reach the upper primary years (PYP III to PYP V), reading as home learning may involve research accompanied by questions to consider as well as working on personal learning goals. Students are expected to research on the content and come ready to discuss and actively participate in learning engagements the next day in class.

This home learning requirement is based on a wide range of educational research, which shows that reading:

- Has the single greatest impact on student achievement.
- Expands vocabulary and broadens knowledge across all disciplines.
- At least 20 minutes every day is linked to overall academic success.

Class	Reading Requirements	Total Time
EYP I	20 minutes adult reading to student per night; student to begin 'reading' short amount to adults	20 min
EYP II	20 minutes adult reading to student per night; 5-10 minutes student co-reading to adult per night	25 min
PYP I	15 minutes adult reading to student per night; 15 minutes student co-reading with an adult per night	30 min
PYP II	30 minutes total time reading (including adult to student, student to adult, independent)	30 min
PYP III	40 minutes total time reading (including adult to student, student to adult, independent)	40 min
PYP IV	50 minutes total time reading (including adult to student, student to adult, independent)	50 min
PYP V	60 minutes total time reading (including adult to student, student to adult, independent)	60 min

At Lady Andal School, students spend their day actively engaged in carefully constructed learning engagements that are rich, purposeful and deliver the Primary Years Programme (PYP) to a high standard. After school and on weekends, we believe a balanced approach

in the students' free time is important. We recommend that they spend their time playing, engaging with family and participating in unstructured activities driven by each child's interest. These activities, alongside the required daily reading and sufficient sleep each night, will complement their school day. Engaging in active, creative and unstructured play as well as following their interests after school is a vital part of child development. There is limited evidence to show that traditional homework (worksheets, etc.) in the primary years has a positive impact on student learning.

# SPECIALIST AREA FOCUS





## Languages

Language plays an important role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. In the PYP, it is recognized that the teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model of delivering language.

All learning engagements and unit of inquiry experiences in the PYP work to build a strong foundation of literacy skills with the goal of fostering a love for reading, writing, speaking, and learning.

Students in the PYP experience a comprehensive literacy program that includes a balance of skills, strategies and tool, materials and resources, and types of interaction. Informed by student interest and ability, activities may be differentiated to include guided, independent, and shared reading. These skills are further honed when students apply them in meaningful and authentic tasks within their units of inquiry.

There are a number of resources upon which teachers and students draw. The PYP library includes books covering a wide range of topics at a variety of reading levels. Students have regular opportunities to select materials appropriate to their reading levels and interests, and are guided to extend their choices to more challenging options. Digital resources are available, including databases, articles, videos, and images.

The various strands for Language are as follows:

- Oral Language: Listening and Speaking
- Visual Language: Viewing and Presenting
- Written Language: Reading and Writing

The language of instruction at Lady Andal School is English and it is taught as the primary language. Students are encouraged to use English in the classroom.

### Mother tongue programme:

At Lady Andal School, we have students of various mother tongues. Tamil and Hindi account for the mother tongue of most of our student population and the school teaches both these languages.

We honour the mother tongue languages and encourage families to continually support their child's mother tongue development at school and home through a variety of

discussion, literature and media. The school organizes various events wherein there is an integration of the mother tongue and the host country language as one of the areas of performance and presentation.

The languages offered at Lady Andal School is as follows:

Grades	Language of Instruction/ Language A	Language Acquisition/ Language B	Regional Language
EYP I	ENGLISH	-	-
EYP II	ENGLISH	HINDI	-
PYP I	ENGLISH	HINDI/GERMAN	TAMIL
PYP II	ENGLISH	HINDI/GERMAN	TAMIL
PYP III	ENGLISH	HINDI/GERMAN	TAMIL
PYP IV	ENGLISH	HINDI/GERMAN	TAMIL
PYP V	ENGLISH	HINDI/GERMAN	TAMIL

## Mathematics

In PYP, Mathematics is viewed as a global language through which we can make a sense of the world around us. Students become competent users of mathematics and begin to use it as a way of thinking and a tool for analyzing and solving problems.

The math content is organized into five strands, namely:

- Number
- Pattern and Function
- Data Handling
- Measurement
- Shape and Space

Aligned with the PYP philosophy, inquiry is at the heart of math instruction. Teachers employ a variety of approaches and tools. These include collaborative learning, hands-on centres, play-based learning, online platforms, and experiential learning through the use

of manipulatives. Students are encouraged to be creative, courageous and flexible in their approach to mathematics. They reflect on the variety of strategies and tools presented to them, choosing ones which work best for them or are best-suited for specific situations.

Mathematics in the PYP has three components

- **Constructing meaning:**

Learners construct meaning based on their previous experiences and understanding, and by reflecting upon their interactions with objects and ideas.

While making sense of new ideas all learners either interpret these ideas to conform to their present understanding or they generate a new understanding. This construct will continue to evolve as learners experience new situations and ideas, have an opportunity to reflect on their understandings and make connections about their learning.

- **Transferring meaning into symbols**

Only when learners have constructed their ideas about a mathematical concept should they attempt to transfer this understanding into symbols. Symbolic notation can take the form of pictures, diagrams, modelling with concrete objects and mathematical notation. Learners are given the opportunity to describe their understanding using their own method of symbolic notation, then learning to transfer them into conventional mathematical notation.

- **Applying with understanding**

Applying with understanding can be viewed as the learners demonstrating and acting on their understanding. Through authentic activities, learners independently select and use appropriate symbolic notation to process and record their thinking. These authentic activities include a range of practical hands-on problem solving activities and realistic situation that provide the opportunity to demonstrate mathematical thinking.

In this way, students validate the meaning they construct from their experience with mathematical situations. By explaining their ideas, theories and results, both orally and in writing, they invite constructive feedback and also lay out alternative models of thinking for the class.

## **Science**

Science is viewed as the exploration of the behaviours of, and the interrelationships among, the natural, physical and material worlds. Our understanding of science is constantly changing and evolving. The inclusion of science within the curriculum leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity, develops an understanding of the world, and enables the individual

to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world.

The knowledge component of Science is arranged into four strands:

- Living things
- Earth and Space
- Materials and Matter
- Forces and Energy

The skills and dispositions are all integrated within the unit of inquiry. Inquiry is central to scientific investigation and understanding. Students actively construct and challenge their understanding of the world around them by making relevant scientific applications in the real world.

## **Social Studies**

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities.

Social studies guide students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. Learning social studies provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

In the PYP Social Studies is divided into 5 strands:

- Human systems and economic activities
- Social organization and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

## Personal, Social and Physical Education

Personal, social and physical education (PSPE) is concerned with the development of knowledge, attitudes and skills related to personal, social and physical well-being in order to make healthy lifestyle choices.

**Personal and social education** is included in the curriculum in order to help students develop an understanding of how to manage and communicate their feelings; understand how their choices and practices can promote and maintain their health and safety; develop an awareness of social norms and perspectives; build relationships and develop an appreciation of commonalities and differences; develop strategies to resolve conflicts; recognize their rights and responsibilities towards others and the environment; and develop self-management strategies to become a successful learner.

**Physical Education** has an important role to play in various aspects of human development: physical, social, personal and emotional. PE develops these aspects by giving students the opportunity to learn about movement and through movement. Students experience a wide variety of physical activities to help develop their movement skills. Through these activities, students can increase their confidence and cooperative skills. They develop an understanding of the role of physical activity in a healthy lifestyle in order to make informed choices, and the cultural significance of physical activities for communities and individuals.

In the PYP PSPE is divided into 3 strands:

- Identity
- Active Living
- Interactions

At Lady Andal School, we have the following age-appropriate physical education programme:

- Physical Activities:
  - Yoga (PYP IV AND V)
  - Gym (EYP I – PYP III)
  - Fundamental movements (EYP I – PYP II)
  - Adventure activities (EYP I – PYP V)
  - Recreational activities (EYP I – PYP V)
- Team Sports:
  - Cricket (PYP III – PYP V)
  - Basketball (PYP I – PYP V)



- Football (PYP I – PYP V)
- Volleyball (PYP III – PYP V)
- **Individual Sports:**
  - Athletics (PYP I – PYP V)
  - Swimming (PYP I – PYP V)

## Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives.

The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. The PYP recognizes that arts, as a medium of inquiry provide opportunities for learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions.

In the PYP, arts are identified as dance, drama, music and visual arts. Each of these arts is a significant discipline in its own right, but the transdisciplinary nature of arts gives them relevance throughout the curriculum. Arts promote attitudes such as empathy and appreciation, and skills such as analysis, that help us to see the uniqueness of each person as well as explore the commonalities that connect us.

Visual Arts and Music is taught by a specialist teacher across the primary school. They would continuously collaborate with the units of inquiry.

### Visual Arts

Visual Arts programme is essentially driven by the unit of inquiry besides having a number of stand-alone units that are aimed at developing artistic appreciation, vocabulary and skills. The students are given an opportunity to reflect upon “big ideas” by making connections between questions asked and the concepts that drive the inquiry. They relate these concepts to their artwork and become aware of their relevance to all areas of their learning.

The programme stresses the importance of taking care of tools and materials and using them safely and responsibly without wastage. An understanding and appreciation of one's own artwork, reflection and solving artistic problems using a variety of tools, materials,

media and techniques and developing proficiency with a preferred medium is the expectation by the end of the programme. Students will begin to think and behave like artists. They will develop a sensitivity to artistic works and appreciate art as a form of communication.

### **Music**

Music gives the one a platform to express oneself which goes beyond one's language capabilities. Music stimulates and soothes the senses at any given point of time.

At Lady Andal, music plays an important role in bringing out the creative streak in a student. Whether it is individual or in collaboration with the POI, this platform gives our students a chance to explore into their artistic and musical talent. We encourage student initiated creations and present them with opportunities to better themselves in this art form. We believe that every child can be encouraged with innovative thinking and the understanding that there could be more than one tune which can be researched upon.

We assess our students after each learning outcome. This is done in order to gauge their understanding, skills and knowledge. There are two formal assessments, namely: Formative Assessment and Summative Assessment. Our students take the initiative to not just play a musical instrument, but they are quite adept to make their own musical instruments to add to the tunes of their learning engagement.

### **Drama**

Drama can be considered as one of the more exciting learning engagements. It involves every faculty of the child's involvement. At heart, Drama is considered as a means of communication where the student's creativity and expression is given voice to. It is an important area of learning in the PYP. It is included in the curriculum as part of the Unit of Inquiry and/or as a standalone subject which is compulsory for all students.

Drama at Lady Andal is an effective tool in the teaching/learning approach as it allows scope for different perspectives, research, experimentations and the opportunity to build better inter and intrapersonal skills.

### **Information and Communication Technology (ICT)**

In the PYP, the role of ICT is to provide integrated support to the whole curriculum via meaningful technology integration. The Units of Inquiry ideally lend themselves to the development of many ICT areas of competence and skills, such as using the internet safely and effectively, researching, inquiring and presenting work electronically.

# RESOURCES



# ROLE OF LIBRARY IN THE PYP

Our Library acts as a hub for all intellectual materials that are required for the implementation of the PYP programme. We strive to create an environment conducive to the creative mind. Our library aspires to ensure that every aspect of the reading experience is enriching and enjoyable at the same time. We have sourced books of various genres to help in the fulfilment of our approaches to teaching and learning.

We partner with teachers and students to improve the quality of our reading hub through inquiry based collaborations. We contribute to the lifelong learning process by giving our readers a stimulating reading and research environment. Our Library comes equipped with resources which are useful for research. We promote and support the development of the Transdisciplinary Themes, International Mindedness and Learner Profile attributes by exposing our learner – collaborators to various authors and languages.

The PYP library currently has approximately 2500 books. The library is resourced with fiction, non-fiction, picture books, chapter books, board books, pop-up books, big books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopedia and media that are accessible to all students and staff.

At the PYP level, there are 2 two reading sessions every week. Teachers also conduct classes in the library depending on the concept at hand. The librarian as well as homeroom teachers conduct book discussions, read aloud, help conduct research and help students browse and pick up books. In addition to the school library, every class also has a class library.

The library conducts various events through the year like author week, poetry month and so on. The upcoming academic year will see renowned authors visit our students and conduct various reading workshops.

## Academic Honesty Policy

An academic honesty policy ensures that a school's procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work. *(Academic Honesty in the IB educational context)*

The students at Lady Andal school are expected to work with integrity and complete honesty. They are to submit work which is authentic and not plagiarised from sources. If inspired from an available resource, due credit to the author should be accorded. The teachers will be the epitome of honesty in the academia; they are in possession of documents on principles, rules and practises of Academic Honesty. An emphasis is made by every teacher both in and out the classroom environment on the authenticity that is required in a student's words and actions.



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