



**Class :** PYP1  
**Age group :** 3-4 years  
**Unit N°** 2  
**Date:** November 2011

**Central idea :** Plants are a life-sustaining resource for us and for other living things.

Dear Parents,

We would like to announce that we already started a new unit of inquiry.

This unit will allow students to discover:

- ⊕ What plants provide for us and for other living things.
- ⊕ The structure of a plant.
- ⊕ Caring for plant life.



If you would like to participate in this unit, or have great ideas and suggestions, that you would like to share, please email us.

You can help your child by discussing with him/her the central idea, by reading books, magazines, articles about the subject, by watching actively televisions and the international news.

You can also help him/her by reading encyclopaedias and books that you have at home.

Useful websites:

[http://www.bbc.co.uk/schools/scienceclips/ages/5\\_6/growing\\_plants\\_fs.shtml](http://www.bbc.co.uk/schools/scienceclips/ages/5_6/growing_plants_fs.shtml)

We wish you a successful inquiry.

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Dear Parents,

## Assessment in the Primary Years Programme

The summative assessments just ended after the first unit of inquiry. We are going to start the unit of inquiry N°2. Check the Parents' guide on our school website for more details.

The first written report (interim report) will be issued **in November**. This report will show the student's achievements and progress during the 1st term. This report is brief. A parents –teachers meeting will be held and you will be able to consult your child' portfolio.

### Reminder

#### The written reports

Written reports are seen as a summative record for students, parents and the school itself of a student's progress.

Reports that clearly indicate areas of strengths, areas for improvement, and where students are involved in providing input (through self-assessment), are helpful aids to a student's development.

### Essential Agreements about the Assessment in the Primary Years Programme.

At Green Land Pré Vert, we believe that:

- ✚ Assessment is integral to all teaching and learning.
- ✚ Assessment is central to the PYP goal
  - The assessment guides the students thoughtfully and effectively through the five essential elements of learning.
    - The acquisition of knowledge
    - The understanding of concepts
    - The mastering of skills
    - The development of attitudes
    - The decision to take action
- ✚ Assessment is based on what students know and can do.
- ✚ Assessment provides feedback on what students know, what they are able to do , their understanding and their feelings at different stages of the learning process.
- ✚ Assessment must be constructive and fair to all students.
- ✚ Assessment provides appropriate challenges to students and shows them how to progress.
- ✚ Assessment must feedback about the students' achievements and progress.
- ✚ Assessment must be clear and transparent to all members of the school community.
- ✚ Assessment contributes to the continuous improvement of the programme.
- ✚ Assessment feeds back on the evolution of the inquiry; the nature of questioning, the awareness of students that real problems require solutions based on the integration of knowledge that spans and connects many areas.
- ✚ Assessment feeds back on the mastery of skills, the accumulation of comprehensive knowledge, the independency of students.

Assessment is subdivided into three areas:

1. **Assessing:** *How we discover what the students know and what they have learned.*
2. **Recording:** *How we collect and analyse data.*
3. **Reporting:** *How we communicate information.*

*From Green Land- Pré Vert International assessment policy*



### **The student's portfolio**

GPIS has the responsibility to show evidence of student learning. As an example, portfolios are one method of collecting and storing information that can be used to document and assess student progress and achievement.

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection.

A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners.

It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Evidence of learning in a portfolio should be from a range of experiences and curriculum areas. The portfolio is used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time.

It may also be used to document student action.

Portfolio entries should document both the process of learning and the product, including images and evidence of students in the process of constructing meaning.

It can be used as a tool for assessment and reporting purposes for students, parents, teachers and administrators.

### **School blog**

Green Land - Pré Vert International School has a school **blog**. **The blog** gives you a chance to have a look at what's going in the classes and get a better understanding of the PYP.

**The blog address** is: [www.greenlandprevert.canalblog.com](http://www.greenlandprevert.canalblog.com)